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ABSTRACT

After an executive summary of the mission, goals, progress, problems, and needs of the Maryland community colleges, this statewide master plan describes the administrative structure and legal mandates and controls of the colleges, and outlines the college's mission and goals. Another section considers conditions, trends, and projections in the following subsections: (1) strengths of the system--student goal achievement, faculty competence, local support, geographic access, quality facilities, and diverse and responsive programs; (2) system problems--decline of liberal arts, financial squeeze, increased reporting and regulation, and maintaining low student costs; (3) enrollment trends and projections; (4) current and projected, regional and statewide programs of instruction; (5) financing current operations--current funding formula, projected net operating costs, and funding sources; and (6) physical facilities--present and projected facilities and campus requirements, alternatives, capital funding formula, state participation in capital construction, and priorities. Subsequent sections deal with objectives; major policy directions and actions; strengths and weaknesses of the system in policy implementation illustrated by profiles of each college; status of proposals submitted; and evaluation and progress. Appendices include selected statistical data. (MB)

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State Plan for Community Colleges in Maryland

FISCAL YEARS 1980-1985

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May 1, 1979

TO: The Honorable Harry R. Hughes, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable Thomas W. Schmidt, Secretary
Department of Budget and Fiscal Planning
The Honorable Constance Lieder, Secretary
Department of State Planning
The Honorable James Clark, Jr., President of the Senate
The Honorable Benjamin L. Cardin, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Commissioner
State Board for Higher Education
The Community College Boards of Trustees

It is with great pleasure that the members of the State Board for Community Colleges present to you the *State Plan for Community Colleges in Maryland Fiscal Years 1980-1985*. This Plan is an update of the FY 1979-1984 Statewide Plan and is intended to identify the requirements of the Executive Planning Process. The Plan outlines the strengths and problem areas facing community colleges, focuses on goals and objectives of the State Board for Community Colleges, and provides detailed planning information relating to Maryland's seventeen community colleges.

Insofar as it is possible, this Plan is consistent with the *Maryland Statewide Plan for Postsecondary Education* of the State Board for Higher Education and the *Maryland State Plan for the Administration of the Vocational-Technical Education Programs* of the Maryland State Department of Education, Division of Vocational-Technical Education. This community college plan is a working document and used to guide instructional program development, capital facilities requirements, budgetary projections, and evaluation activities necessary to assure quality education for citizens within Maryland community colleges.

The community college Presidents have reviewed this Plan and comments have been requested from the State Board for Higher Education, the Division of Vocational-Technical Education of the State Department of Education, and the State Advisory Council on Vocational-Technical Education. However, the contents of this Plan are, as they must be, the sole responsibility of the State Board for Community Colleges.

Sincerely yours,

Clifford K. Beck, Chairman

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

STATE PLAN

FOR

COMMUNITY COLLEGES

IN MARYLAND

FISCAL YEARS 1980-1985

Presented to

HIS EXCELLENCY, THE GOVERNOR

COMPTROLLER OF THE TREASURY

STATE TREASURER

THE DEPARTMENT OF BUDGET AND FISCAL PLANNING

THE DEPARTMENT OF STATE PLANNING

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I. EXECUTIVE SUMMARY

MISSION

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local educational needs.

IMPORTANT LIMITS OF MANDATE

The State Board for Community Colleges is a coordinating agency for the seventeen locally governed community colleges. The State Board has developed general policies and procedures for community college operations in the areas of programs, finance, and facilities.

The community college local boards are responsible for providing governance of the institutions. There are important advantages to having locally governed community colleges and the State Board for Community Colleges encourages a continued emphasis on local governance. An effective two-year college requires local orientation to community needs, and this is best accomplished when critical decisions are made by those who live close to the institution and the geographical area it serves. Evidence that proximity in decision making has led to success can be seen in the tremendous growth in occupational programs designed to provide training for employment in the county or region. The local boards monitor the continual refinement of courses in response to shifting demands of local employment.

GOALS

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;

2. To provide quality comprehensive career programs, courses, and student services;

3. To provide quality comprehensive transfer programs and student services;

4. To provide quality continuing education courses and community service activities;

5. To provide equal access to community colleges for eligible Maryland citizens;

6. To provide efficient community college operations without impairing the quality of services.

BENEFIT TO THE STATE

Attainment of community college goals will provide three major benefits: personal, cultural, and economic. Community colleges provide the opportunity for students to grow in knowledge and in ability to comprehend, analyze, and evaluate. In addition, there is research evidence that education leads to a continued propensity to gain new knowledge after attending college.

Maryland receives cultural benefits from community colleges through greater involvement and interest in political affairs, reduced unemployment, increased social mobility, and more participation in community activities. Economic benefits from community colleges include increased productivity, higher personal income, and a more attractive climate for the development of new business. Economic benefits accrue to both individuals to the State.

CURRENT GOAL ACHIEVEMENT

Goal achievement is described below for each of the six community college goals.

1. Students are required by the *Maryland Standards for Two-Year Colleges* to complete fifteen credits of arts and science courses in order to receive an associate in arts degree. However, the achievement of the liberal arts goal is threatened by low enrollment and high costs in certain disciplines, especially in the humanities. For example, the cost per credit hour to teach comparative literature is higher than the average cost per credit hour for occupational disciplines.

2. The achievement of career goals can be illustrated by the fact that 79 percent of the students became employed when career development was their objective. Over four-fifths of the students report that their community college education increased their theoretical understanding as well as job skills. Nearly half of the community college students are employed while attending college.

3. The achievement of transfer goals can be illustrated by the fact that 76 percent of the students transferred when transfer was their reason

for attending a community college. Over half of the students report that they lost no credits in the transfer process, and over half earned a grade point average of "B" or better in their transfer institution.

4. In Fall 1978, thousands of citizens enrolled in over 3,000 continuing education courses, some of which receive State support. Ranging from Accounting to X-Ray Technology, these courses provide education to many older and returning students for both career development and personal enrichment.

5. With over 99 percent of the Maryland population living in the counties served by community colleges, access is a key strength of the community college system. Reaching beyond the campus, the community colleges offer courses in satellite centers that are close to the students.

6. While efficiency is an elusive concept in an organization where results may be difficult to measure, steps have been taken toward this goal. Colleges have evaluated and deleted obsolete programs, hired part-time faculty, shared computer programs, and maintained a student-faculty ratio of 21:1. There is also a discipline cost analysis which enables colleges to relate costs with benefits.

PROBLEMS IMPEDING PROGRESS

There are several critical problems that hinder the achievement of the community college goals.

1. There has been a growing trend to view education *only* in terms of its immediate and measurable results. Some of the results of education are subtle but valuable and cannot be assessed through grades, income, or degrees.

2. Conditions which tend to increase college expenditures are more dominant than conditions which increase income. Enrollment has begun to stabilize during a period of increasing expenses, implying a serious financial squeeze in the near future.

3. There seems to be a slow but steady strangulation of education by rules, forms, and paperwork. The trend not only diverts time from the direct conduct of education, but it saps the morale and stifles the initiative of persons responsible for teaching and administering. Recent actions by the State Board for Higher Education have relieved some of the reporting burden.

4. While low tuition has historically been one of the characteristics of community colleges, this trait is threatened. From 1975 to 1977, average tuition in a Maryland community college increased 12 percent.

CONSEQUENCES OF NOT RESOLVING PROBLEMS

There are three major consequences that can be expected if the above problems are not dealt with in a reasonable time. First, tuition is likely to rise if State aid remains constant and normal inflation continues. Increases in tuition will then have the effect of reducing access, since as the tuition rises fewer students will be able to afford the cost of attending college. Rising tuition also has a disproportionate impact on black families whose income is only about two thirds as high as whites.

Second, the quality of education will be reduced. As resources are constrained, important college services are curtailed. Counseling services may be cut, giving students fewer opportunities to assess their skills and plan their programs. Faculty may face teaching overloads, reducing time to work with individual students and develop improved course materials. Institutional research may be eliminated, depriving the college of the studies that can assist in prudent planning, decision making, and evaluation.

Third, there will be a shallow educational process concerned *only* with immediate and measurable results. While employment and degrees are clearly important, college provides an opportunity for persons to discover their potential and stir new interests. For example, a student may enroll in nursing only to find that her interests and skills are not a good match with the allied health professions. However, the same student may take a photography course that stimulates a lifelong interest in the subject. Such a student cannot be viewed as one who failed to complete a program, but as one who succeeded in discovering her talents and values.

MAJOR ACTIONS

The State Board for Community Colleges is committed to two major actions: seeking a change in State funding and implementing a community college evaluation system.

COMMUNITY COLLEGE FUNDING

In 1977, the Governor signed legislation enacted by the General Assembly which increased the State funding formula to community colleges by 14 percent in FY 1978. Generally this resulted in an increase of State support per full-time equivalent student of $100 with larger dollar increases for three smaller community colleges. The change in the funding formula evolved from the findings of a special task force, formed at the urging of the Governor, to study community college funding.

For FY 1979, the Board did not request additional State support. However, the Board requested additional State support for community colleges in FY 1980 based upon the following statistics.

Full-time equivalent enrollment in Maryland community colleges is increasing at a slower rate and the rate of increase in full-time equivalent enrollment is projected to approximate only 2 percent. The cost of educating students continues to increase at a relatively high rate because of economic factors which are generally outside the control of institutional management: the consumer price index and the cost of utilities.

Maryland community colleges were able to provide quality educational services to the citizens of Maryland from FY 1972 through FY 1977 on a stable $700 State aid dollar formula, while costs were increasing because of significant enrollment growth. Although formula aid was increased by $100 for FY 1978, this increase will not be sufficient to sustain quality educational programs for an extended period of time because of the smaller enrollment gains described above and increasing inflationary costs.

The systemwide cost of educating a full-time equivalent student exceeded the statutory base by 18.9 percent ($1,600 vs. $1,903) in FY 1978. The cost of educating a full-time equivalent student is projected at $2,156 for FY 1980, which will be 35 percent higher than the present $1,600 statutory base. These conditions will require a change in the State's funding formula for FY 1981 if the colleges are to continue to operate effectively and provide quality education.

When costs rise above the statutory base, the State's share in the cost of educating students falls. Even with the 14 percent increase in the aid rate for FY 1978, the State's participation in the cost per full-time equivalent student is projected to be only 39 percent in FY 1979. This percentage is expected to decline to approximately 37 percent in FY 1980.

As the State's percentage share of the cost declines, the students and political subdivisions share increases. The majority of the counties/city and students have traditionally paid in excess of the statutory 28 percent and 22 percent.

During the past three years, tuition rates assessed students at the colleges have increased by about 24 percent, more than either State or county/city sources. These increases have occurred in the face of a legislative mandate that tuition of community college students be kept as low as possible.

When community college enrollment was growing rapidly, the formula provided additional annual revenues and thus the disparities which existed in the funding formula for Maryland community colleges were not sharply delineated. Currently however, with stabilizing or declining enrollments and a high rate of inflation, the inequities which exist among and between Maryland's community colleges in terms of State and local support have become a major concern. It is imperative that quality education in each community college be maintained both for the citizens of Maryland and the overall economic well being of the State itself.

The State Board for Community Colleges, therefore, will conduct a major study of community college funding in cooperation with the State Board for Higher Education, other interested governmental agencies, community college presidents, and local boards of trustees. This study should be completed by September 1979

with recommendations made to the Governor for the possible implementation of legislation in the 1980 Session of the Maryland General Assembly.

COMMUNITY COLLEGE EVALUATION SYSTEM

At its March 1979 meeting, the Maryland State Board for Community Colleges approved the Maryland Community College Evaluation System. The action followed consideration by the Board at its February meeting and review by the Maryland Council of Community College Presidents. Since all of the sub-systems are currently in place and make use exclusively of data currently collected, the evaluation system, as approved, goes into effect immediately. The staff will now develop the specific criteria, tolerance levels, operational formats, and computer documentation. These will be presented to the community college presidents and Board for review and approval. The first use of the system will be made during the 1979-1980 academic year basically as a test of the system.

Overview of the Maryland Community College Evaluation System

In 1968, the General Assembly enacted legislation creating the Maryland State Board for Community Colleges. The Board was created with certain statutory powers largely involving the coordination of the State's community colleges. Over the past five years, particularly beginning with the development of the first *Statewide Master Plan for Community Colleges in Maryland*, the Board, with the cooperation and encouragement of the individual local boards of community college trustees and their presidents, has developed a series of evaluative processes and mechanisms. These processes are assembled here in an attempt to establish a comprehensive system of community college evaluation. The system involves processes, mechanisms, and procedures currently in effect and does not require the additional development of data collection devices. The system is open-ended so that new components can be added as they are developed. The system involves both quantitative and qualitative analysis of information. The system is designed to be non-threatening to community college administrators, faculty, and staff while at the same time providing the stimulus for deleting unneeded programs and practices, altering processes and programs for the sake of improvement, and providing a competitive incentive for each community college to strive toward educational and administrative excellence.

Although the concept of this system had been in existence for over a year, credit must go to the Maryland State Board for Higher Education for its final completion. The State Board for Higher Education has been adamant in its insistence that evaluation systems which carry public credibility be created. It is the hope of the State Board for Community Colleges that the State Board for Higher Education acknowledge and approve this system and that the State Board for Community Colleges itself be evaluated on the basis of how well it implements the system and on the basis of its public credibility.

Evaluation System Components

The Maryland Community College Evaluation System focuses on five broad areas. They are Student Achievement, Programs, Finance and Administrative Practices, Facilities, and Accreditation Reports. The components within these areas are actually sub-systems of the overall evaluation system and have been primarily developed by the State Board for Community Colleges in cooperation with the local community colleges. The following are the components which lead from and into the five broad areas previously mentioned and within which the ultimate evaluation takes place.

- Student Achievement

  a) Equal access and opportunity;
  b) Student demographic and enrollment data
  c) First-time entering student follow-up study
  d) Graduate follow-up study
  e) Continuing education student survey
  f) Student goal achievement index
  g) Transfer follow-up at the University of Maryland

- Programs

  a) Employer follow-up study
  b) Program Proposal Manual - new, Statewide, and regional programs
  c) Program evaluation system
  d) Continuing education noncredit course approval system and biennial review
  e) Two-Year Standards compliance

- Finance and Administrative Practices

  a) Financial information system
  b) Annual audits, special audits, and management letters
  c) Discipline cost analysis

- Facilities

  a) Facilities Manual
  b) Facilities evaluation

- Accreditation Reports

  a) Middle States Association reports
  b) Professional association reports

The Evaluation Process

Evaluation is an extremely complex and time-consuming process. The system outlined is designed to minimize the time and energy which a community college must spend in preparing for evaluation. All of the components

contained in the system are currently operative. Each community college regularly and systematically submits information to the State Board for Community Colleges within the framework of each component.

Within the evaluation process, a community college will not be required to submit any self-study or any specialized information outside current data submission requirements. The State Board for Community Colleges will develop an institutional analysis and profile analyzing strengths and weaknesses of an institution's operation based upon data and reports contained within each component. This will be accomplished for each community college once every five years.

When the institutional analysis is completed, it will be forwarded to the college for comments and reaction. Institutional reaction and comments will be forwarded back to the State Board for Community Colleges. The Board will develop a final institutional analysis report containing recommendations and compile this information into a final report. This report will be a public document and will be forwarded to the State Board for Higher Education for its review and recommendations. The State Board for Higher Education will make a report to the Governor and General Assembly relating to its institutional and segmental evaluations conducted during each year. The State Board for Higher Education recommendations will be forwarded concurrently back to the State Board for Community Colleges which will in turn forward these to the institutions. The local governing boards have the ultimate responsibility and authority to implement or reject any and all recommendations.

By the nature of its very existence, evaluation of public higher education must be conducted in an open and forthright atmosphere. The search for truth is a basic tenet of any honest, intellectual endeavor. In order to improve, institutions must be capable of self-analysis and self-criticism so that weaknesses can be eliminated and strengths improved.

Quality is an elusive term, yet society generally is aware of when it exists and when it does not. It is the intent of this evaluation system to further demonstrate that critical self-analysis of Maryland community colleges, conducted in a public manner, will further enhance the quality of community college education.

SUPPORT NEEDED

In order to meet community college goals, the General Assembly and the county/city councils will need to provide adequate financial support. Passage of "chargeback" legislation would be an important step in offering quality education at the lowest possible cost. Reduction of reports and forms required by the Division of Vocational-Technical Education would free considerable time and resources for work that is more related to the college and the student. Finally, there is a need for the State Board for Community Colleges, the State Board for Higher Education, and the Division of Vocational-Technical Education to cooperate in the development of a single program evaluation system. There is a great

potential for duplication in the area of evaluation with a loss of time and money to the colleges as well as to the State agencies.

RESOURCES NEEDED

Resources required in the next six years are shown in the following table. State aid projections are based upon a 2 percent full-time equivalent student enrollment growth.

PROJECTED AGENCY EXPENDITURES
LIMITED TO STATUTORY MAXIMUM FOR STATE AID
FY 1980 THROUGH FY 1985
(In Thousands)

Fiscal Year	State Aid	General Administration	Retirement	Federal Funds	TOTAL
1980	$45,822	$335	$321	$125	$46,603
1981	46,732	369	373	125	47,599
1982	47,668	405	410	125	48,608
1983	48,620	446	451	125	49,642
1984	49,593	490	496	125	50,704
1985	50,584	539	546	125	51,794

II. INTRODUCTION

The first *Statewide Master Plan for Community Colleges in Maryland* was published in October 1973. Since then four Plans have been published. For the 1979-1984 Plan, a new statement of mission, goals, strengths, and problems was drafted and reviewed at each community college. At campus discussions, over 300 specific comments were recorded from faculty, students, and administrators who attended. While there was not unanimous agreement, the Plan represents a reasonable consensus among the persons in community colleges who contributed.

The general purpose of this State Plan is to combine aims with previous experience to build a proposed course of action for Maryland community colleges. The Plan communicates the intentions of the State Board for Community Colleges and provides a guide for coherent decision making. The specific objectives of the Plan are:

- To identify systemwide goals and objectives and to develop an evaluation system to measure progress toward those ends;
- To project enrollments as the basis for program, budget, and facilities planning;
- To identify the projected programs for each community college during the period FY 1980-FY 1985 and to establish program priorities for FY 1980-FY 1981;
- To project annual operating costs at each community college for the period FY 1980-FY 1985;
- To identify the projected new facilities on an annual basis at each community college for the period FY 1980-FY 1985;
- To determine the capital fund requirements necessary to implement the community college facilities projections for the period FY 1980-FY 1985;
- To satisfy the requirements of the Executive Planning Process;
- To formulate policies which will assure the continued financial, social, academic, and geographic accessibility of Maryland community colleges within the limits of available resources;
- To identify geographic areas of the State not currently served by a community college and to make recommendations for providing service;
- To clarify the roles of the local college governing boards, the State Board for Community Colleges, and the State Board for Higher Education;

- To recommend legislation necessary to implement new policy directions;
- To serve as a policy and statistical reference.

COORDINATION OF PUBLIC STATEWIDE HIGHER EDUCATION

In 1976, the General Assembly enacted legislation creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher Education as the State Board for Higher Education. Major additions to the Board's responsibilities include the authority to approve new programs, review institutional operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary education, a function formerly performed by the State Department of Education.

The Board consists of eleven lay members, with none representing any institutions under the Board's jurisdiction. A segmental advisory committee was also established. The committee consists of two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education include the following:[1]

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;
- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;
- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;
- To develop, implement, and administer plans and programs for interstate and regional cooperation, including reciprocity agreements on matters that affect higher education;

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[1] Adapted from the Education Article of the *Annotated Code of Maryland*, Title 16, as enacted by the 1978 General Assembly and approved by the Governor, effective July 1, 1978.

- To secure, compile, and evaluate information on any matter within its authority, on the forms it requires, from any person, agency, or institution subject to its jurisdiction;

- To perform any other duty delegated to it in accordance with law;

- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;

- To review and make recommendations, but not reduce, increase, or modify the operating budget requests, of the responsible institutions and agencies;

- To review proposals for capital projects and improvements desired by the public institutions of higher education seeking State funds for such projects and improvements and make recommendations with respect to them to the Governor and General Assembly;

- To review and approve before implementation each proposal for any new program; and any substantial expansion, curtailment, or discontinuance of any existing program;

- To review and make recommendations on the continuation, modification, or duplication of existing programs;

- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;

- To establish and implement procedures for transfer of students and faculty between institutions; cooperative programs among the public institutions to assure appropriate flexibility in the higher education system; and standards for the reciprocal acceptance of credits;

- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;

- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;

- To review annually the long- and short-range plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board.

- To recommend but not change the status of a community college, State college, or university;

- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordination function also includes private institutions. Proprietary institutions are also represented on the Board's response to the Federal 1202 Commission requirements.

LEGAL MANDATE OF THE COMMUNITY COLLEGE SEGMENT

The State Board for Community Colleges was established by the General Assembly in 1979. The Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

The Education Article of the *Annotated Code of Maryland*, Title 16,[1] establishes and provides for the operation of the State's community college system. This statute assigns the following powers and duties of the State Board for Community Colleges.

- To establish general policies for the operation of the State's community colleges;[2]
- To establish and maintain a system of information and accounting for community college activities;
- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;
- To administer the program of State support for the community colleges;
- To assist the State Board for Higher Education in performing its duties as they relate to community colleges;
- To assist and represent the community colleges in seeking and administering federal money available to them;
- To administer the general public junior or community college and regional community college construction program in accordance with procedures adopted by the Board of Public Works.

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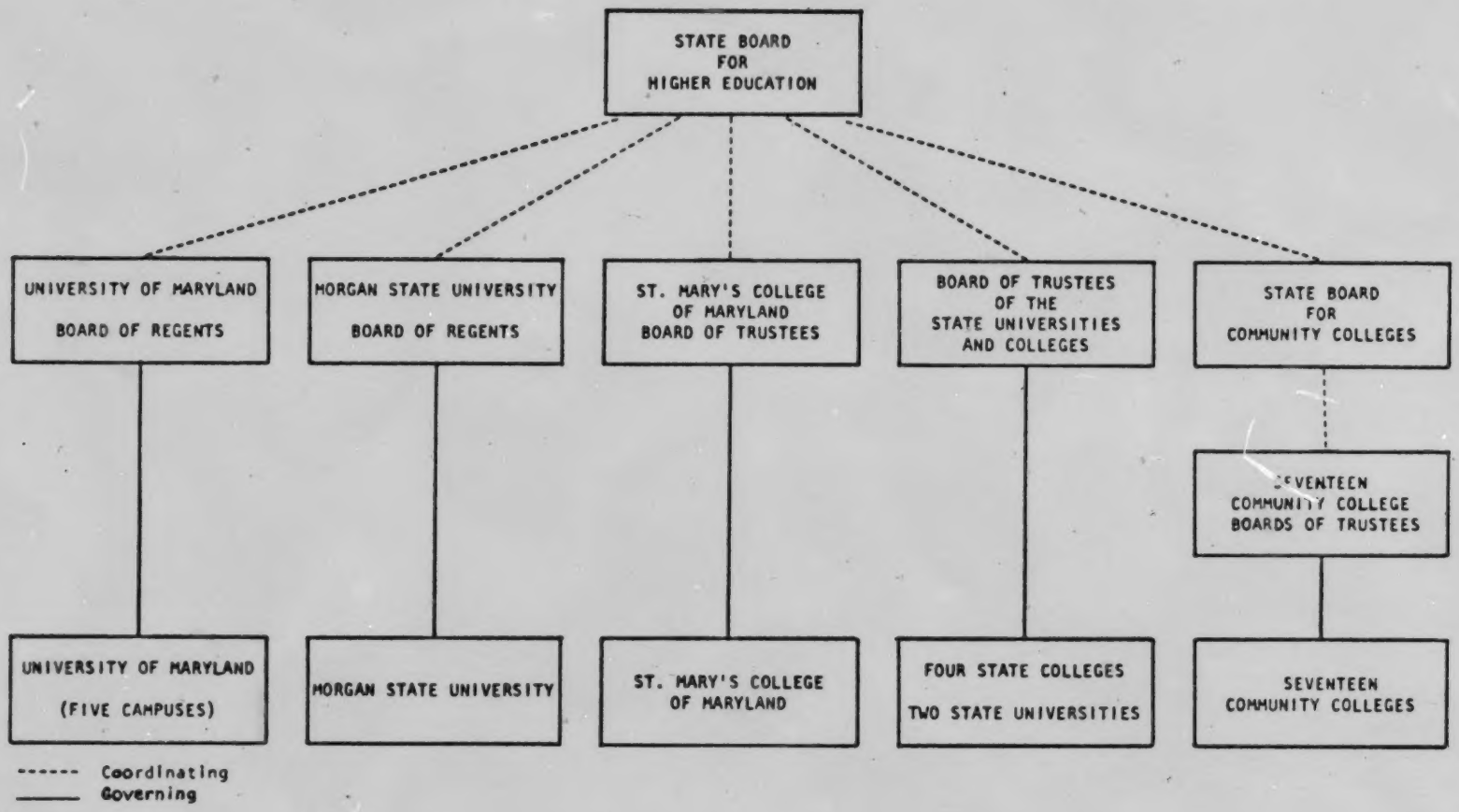
[1] As enacted by the 1978 General Assembly and approved by the Governor, effective July 1, 1978.

[2] Appendix B, *Operational Policies and Bylaws*.

Chart 1

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


STATE BOARD FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
MORGAN STATE UNIVERSITY BOARD OF REGENTS
ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
SEVENTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
------ Coordinating
_____ Governing

- To recommend, review, and advise on any proposal for the establishment of a new college;

- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;

- To coordinate relationships among the community colleges to (1) assure the widest possible educational opportunities for students in this State; (2) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; and (3) assure the most efficient use of State money;

- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges; and (2) arrange for the most advantageous use of facilities;

- To study the problems of community college education;

- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;

- To report annually to the General Assembly on its activities and the activities of the community colleges.

LOCAL CONTROL OF COMMUNITY COLLEGES

Commitment of the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges on the general authority of local boards. In 1961, the General Assembly authorized the State Superintendent of Schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges. Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from boards of education sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action, and at the present time all of the community colleges are operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Within the framework of the Education Article of the *Annotated Code of Maryland*, Title 16,[1] local boards of trustees are governing bodies with the authority:

- To establish community colleges acting upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;
- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;
- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;
- To sell, lease, or otherwise dispose of community college assets or property;
- To permit the county board of education to use the lands, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;
- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;
- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions.

DESCRIPTION OF THE STATE BOARD FOR COMMUNITY COLLEGES

In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

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[1] As enacted by the 1978 General Assembly and approved by the Governor, effective July 1, 1978.

The planning function of the Board includes such activities as the development of a State Plan for Community Colleges in Maryland and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which community colleges can meet, pointing out directions for further development, making recommendations to the General Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems. As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the Board recognizes that coordination is most effectively accomplished through leadership rather than through an extension of existing mandatory controls.

STAFF FUNCTIONS

The State Board for Community Colleges is served by a professional staff of seven--an Executive Director, Associate Executive Director, Director of Finance, Director of Planning and Research, Director of Continuing Education and Developmental Studies, Director of Instructional Programs and Facilities, and a Staff Specialist for Facilities Planning. The professional staff is supported by four secretaries and one fiscal clerk.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the Board; serves as liaison between the Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State-level commissions, conferences, and committees.

The Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, the adoption or modification of policies by the State Board for Community Colleges, consideration of new institutions, and the preparation of updated master plans.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He is responsible for agency publications, works with the Deans of Students, and is affirmative action/fair practices officer for the agency and segment.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the annual Board budget, assists in the development of the annual State Plan, and revises the State Board for Community Colleges *Financial Guidelines and Procedures Manual*. The Director of Finance receives and reviews the budgets, the audit reports, and the management letters from the community colleges; analyzes these documents; and annually issues a summary report based on this information. He monitors the implementation of recommendations made by certified public accountants in audit reports and related management letters. All enrollment data related to State Aid payments is received and processed by the Director of Finance, and he is responsible for administering the State's Aid to Community Colleges program.

The Director of Planning and Research is responsible for coordinating the State Plan for Community Colleges, conducting research (including the Statewide student follow-up study), developing and implementing a comprehensive management information system, and coordinating federal HEGIS reports. He works with the Maryland Community College Research Group and the data processing directors.

The Director of Continuing Education and Developmental Studies is responsible for administering the continuing education program. The Director of Continuing Education and Developmental Studies works individually with each community college Continuing Education Division in the development and review of the non-credit course offerings for which State assistance may be requested. This staff member works closely with the State Board for Community Colleges Continuing Education Advisory Committee in the review of policies and guidelines relating to continuing education and developmental studies. The Director of Continuing Education and Developmental Studies also assists and advises the Deans of Continuing Education in the coordination of Title I and the Division of Vocational-Technical Education funds.

The Director of Instructional Programs and Facilities works closely with the community college Academic Deans, Occupational Deans, and Facilities Planners. He also works closely with the Program Development Council which includes representation from each community college. This group recommends criteria for Board review of all instructional programs. The Director of Instructional Programs and Facilities is responsible for preparing a staff analysis of each instructional program proposal which serves as a basis for the Board's recommendation to the State Board for Higher Education regarding all proposed

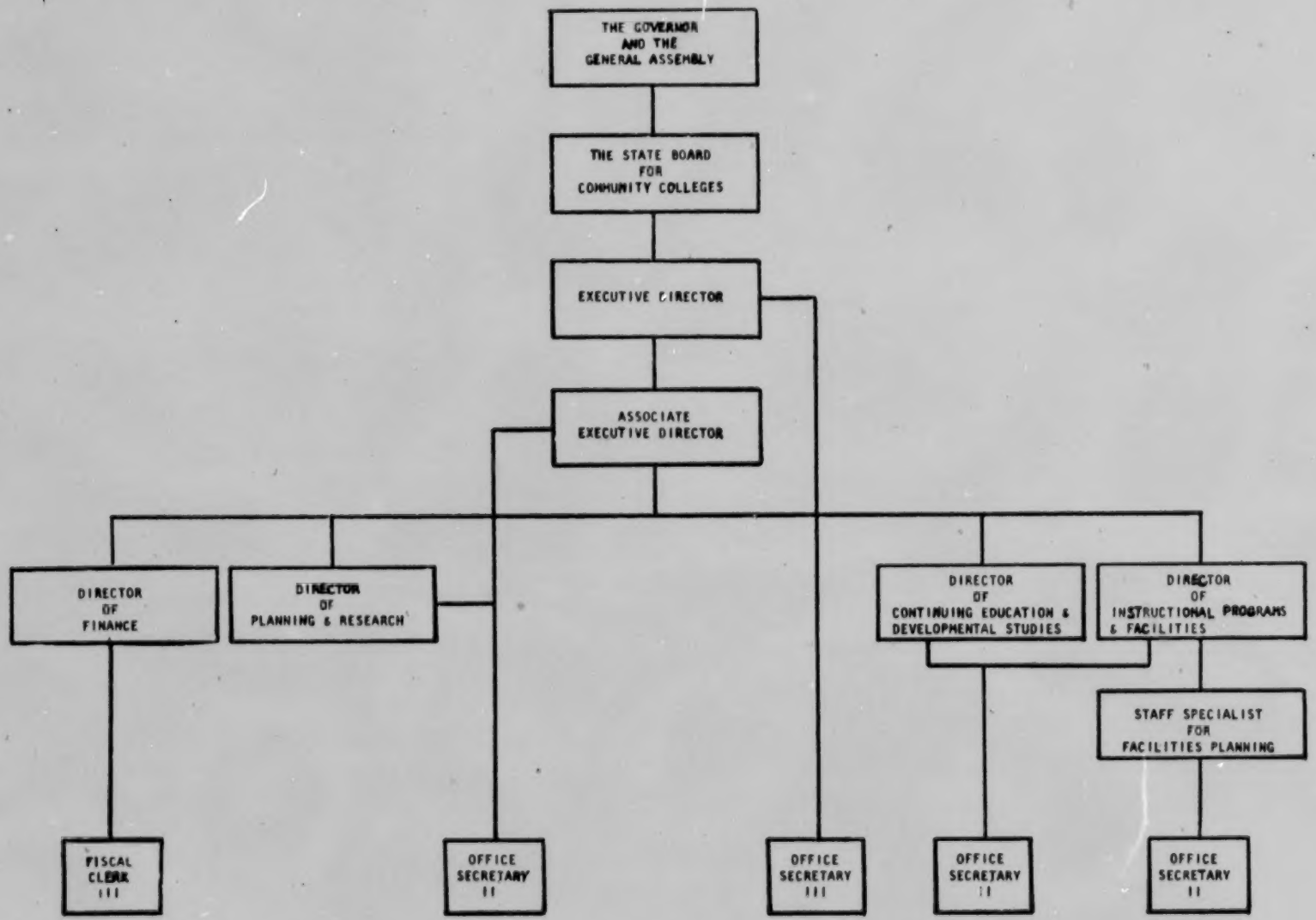
certificate and degree programs. This staff member works with his campus colleagues to improve the facilities guidelines which govern capital bond requests and allocations and reviews in detail the capital project requests submitted by campus planners. On the basis of these reviews, the Board recommends projects to the Board of Public Works for final approval and the award of State funds. Because of the increasingly large percentage of enrollment in occupational programs, this staff member also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. The Staff Specialist for Facilities Planning works with the Director of Instructional Programs and Facilities coordinating the facilities requirements of the community colleges.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted above, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSOCIATE EXECUTIVE DIRECTOR
DIRECTOR OF FINANCE
DIRECTOR OF PLANNING & RESEARCH
DIRECTOR OF CONTINUING EDUCATION & DEVELOPMENTAL STUDIES
DIRECTOR OF INSTRUCTIONAL PROGRAMS & FACILITIES
STAFF SPECIALIST FOR FACILITIES PLANNING
FISCAL CLERK III
OFFICE SECRETARY II
OFFICE SECRETARY III
OFFICE SECRETARY II
OFFICE SECRETARY II

III. MISSION AND GOALS

MISSION

The following mission statements were developed with the input and assistance of the community colleges. Definitions of key terms are given in Appendix C.

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local educational needs.

Students - The community colleges provide educational opportunities for eligible persons who desire credit or noncredit instruction. The community colleges enroll a wide range of students, from those with exceptional high school records to those who lack certain prerequisite college skills.

Academic Program Levels - The community colleges provide programs leading to the associate degree as well as credit certificates and noncredit letters of recognition. All transfer course work offered is at the lower division level.

Types of Instructional Programs - The community colleges offer transfer programs which provide students with the course work necessary to transfer to programs in upper division institutions. Occupational programs and courses are offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education programs provide noncredit courses for part-time and returning students. Community colleges will make developmental education programs available commensurate with the needs of their students and will coordinate these programs with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Research - Community colleges engage in instructional and institutional research to help ensure effective teaching and policy information. There is only limited sponsored research.

Public Service - The community colleges provide community service activities designed to meet the needs of local citizens, government, business, and industry.

GOALS

The goal of the State Board for Community Colleges is to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;

2. To provide quality comprehensive career programs, courses, and student services;

3. To provide quality comprehensive transfer programs and student services;

4. To provide quality continuing education courses and community service activities;

5. To provide equal access to community colleges for eligible Maryland citizens;

6. To provide efficient community college operations without impairing the quality of services.

IV. CONDITIONS, TRENDS, AND PROJECTIONS

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities for the period FY 1980 through FY 1985 are contained in this chapter. As part of the planning process, important strengths and problems of the community college system were identified. It is assumed that the strengths must be supported and the problems must be dealt with in order to maintain a quality community college system. Specific recommendations for supporting each strength and dealing with each problem are in Chapter VII, Implementation.

STRENGTHS OF THE COMMUNITY COLLEGE SYSTEM

STUDENT GOAL ACHIEVEMENT

Community colleges are helping students to reach their educational goals. A recent student follow-up study showed that 79 percent were employed when they had a career goal, that 76 percent transferred when they had a transfer goal, and that 63 percent of all entrants achieved their educational goal.[1] Nearly 90 percent of the respondents said they would recommend their community college to a friend. Student goal achievement is an important strength because it demonstrates success in reaching the first four goals.

COMPETENCE OF FACULTY

A Statewide follow-up study[2] asked former students to rate their satisfaction with 17 aspects of college life; the highest ratings were given to "overall quality of instruction." At one community college graduates were asked, "What one thing was most helpful to you in completing your program?" Faculty were mentioned far more often than any other factor. A study by the Maryland Council for Higher Education showed that faculty members devote many hours beyond their regular teaching assignments advising students and developing courses.[3] A competent faculty is an important strength because goals 1 through 4 depend on excellent teaching.

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1 *Student Follow-Up Study: First-Time Students Fall 1974*, Maryland State Board for Community Colleges, 1979.

2 *Student Follow-Up Study: First-Time Students Fall 1971*, Maryland State Board for Community Colleges, 1975.

3 *Faculty Activity Survey*, Maryland Council for Higher Education, 1975.

LOCAL SUPPORT

Local government officials and citizens value their community colleges and support them with their efforts and their funds. Hundreds of persons serve without pay on governing boards, advisory groups, and committees. Most counties provide more than the percentage of operating expenses required by law. Since 1961, the sponsoring political subdivisions have paid for about half of the cost of capital construction expenses--over $85 million. Finally, men and women have supported community colleges through their attendance. The proportion of Maryland's new students choosing a community college has grown so that about two thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. Local support is important because none of the community college goals could be achieved without it.

GEOGRAPHIC ACCESS

Educational opportunities are offered at convenient locations. Twenty-three of the 24 political subdivisions in Maryland are served by a community college. Nearly 99 percent of the State's population live in these counties and Baltimore City. Reaching beyond their campuses, community colleges in 1977 offered credit courses at 148 satellite locations to 24,200 students. Off-campus facilities include schools, churches, factories, and government buildings. Geographic access has been an important objective in support of the community college goal of equal access.

QUALITY FACILITIES

Community colleges promote learning with excellent physical facilities. Since 1970, the net assignable space has increased 86 percent. In 1978, physical plant assets were estimated at $222,158,324. Not only are community college facilities extensive, they are modern. Many entire campuses have been built in the last ten years--the Harbor Campus at the Community College of Baltimore opened in Fall 1976 and the Germantown Campus at Montgomery Community College opened in Fall 1978. Quality facilities are important because goals 1 through 4 depend on excellent facilities.

DIVERSE AND RESPONSIVE PROGRAMS

There is wide variety in community college programs which are designed to meet the needs of local citizens. In addition to the transfer programs offered at all community colleges, 119 different career programs are available. Largely because of their local control, community colleges have been able to react to the needs of local citizens, from Wildlife Management in Western Maryland to Bay Resources on the Eastern Shore. With a growing number of older, employed students, community colleges have expanded class schedules to evenings and weekends. Community colleges also offer continuing education courses that provide a wide range of subjects for part-time and returning students. Diverse and responsive programs are important because the community college mission includes a commitment to local needs.

PROBLEMS OF THE COMMUNITY COLLEGE SYSTEM

DECLINE OF LIBERAL ARTS

There has been a growing trend to view education only in terms of its immediate and measurable results. Some of the results of education are subtle and cannot be assessed through grades, income, or degrees. The problem lies in an attitude that things not immediately measurable are not worthy of investment. Evidence of such a trend can be seen in attempts to find specific learning objectives for every educational outcome. Maryland House Joint Resolution 119 requests that agencies submit a statistical summary with their budgets. The summary should show "measures of program output and cost, such as (a) members or persons served or units produced; (b) cost per person or cost per unit." Many journals have reported cost benefit analyses, studying how much more a person can expect to earn with increasing education.

The view that all education must have tangible and instant results runs counter to much traditional wisdom. Education has roots in helping persons to find meaning in their lives, in uplifting and ennobling the human spirit, and in searching for truth. Such an argument should not be confused with "learning for learning's sake." An education with stress on values and ideas gives course and direction to the decisions of daily life. A vision of education which is merely oriented to that which can be seen and measured today robs people of a service that only education can offer.

Identifying the decline of liberal arts as a problem does not constitute an attack on vocational education. Liberal education must be blended with technical education so that people will find not merely jobs but meaningful work. Data processing graduates must be able to do more than write a computer program; nursing graduates must be able to do more than take a pulse. Each must know how to act with wisdom and responsibility in the society. The programmer may face issues of personal privacy, and the nurse may face issues of medical ethics. If education is to contribute to improving the quality of life, education must move beyond outcomes that are immediately measurable.

FINANCIAL SQUEEZE

Conditions which tend to increase college expenditures are more dominant than conditions which increase income. Pressures for increased expenses result from (a) higher costs for energy; (b) low employee turnover (moving more persons to higher ranks); (c) the demand for higher wages; and (d) the labor-intensive nature of colleges with about 80 percent of expenses going for compensation. Factors that inhibit increases in income include (a) a decline in the number of high school graduates; (b) an increase in the proportion of older citizens and slower overall population growth in Maryland (slowing the growth of tax collection); and (c) desire among some citizens to support more "basic" services, such as fire, police, and sanitation.

Enrollment has begun to stabilize during a period of increasing expenses. With State aid tied to a formula and local governments pressed for funds, most

college have been increasing the only remaining traditional revenue source: tuition. However, this is only a short-range solution since continued increases could work against the State's commitment to equal access. Faced with a sudden financial squeeze, many colleges in many states have experienced layoffs that damaged the morale and productivity of the institutions. There is a need to assess the nature of the financial squeeze in time to prevent precipitous choices and to minimize effects of the squeeze on students, faculty, and staff.

INCREASED REPORTING AND REGULATION

There seems to be a slow but steady strangulation of education by rules, forms, and paperwork. Frustration with multiple regulations and the high cost of compliance led the presidents of four private universities to sign a "1976 Declaration of Independence" from the federal government. The State Board for Community Colleges *Bulletin* printed an open letter to President Carter urging him to curb the growing burden.

More complicated forms are being subjected to more reviews at more levels. Such increasing control not only diverts time from the direct conduct of education, but it saps the morale and stifles the initiative of persons responsible for teaching and administering at the college level. Often, greater regulation is a symptom of low trust among parts of the educational system, and low trust is a characteristic of less effective organizations. Strapped by rules and forms, there is a clear danger that the education establishment will sink of its own weight.

MAINTAINING THE LOW COST FEATURE OF COMMUNITY COLLEGES

While low tuition has historically been one of the characteristics of community colleges, this trait is threatened. From 1975 to 1977, average tuition in a Maryland community college increased 12 percent. If tuition would rise faster than income, there would be a harmful effect on the community college goal, "To provide equal access to community colleges for eligible Maryland citizens." Higher tuition restricts attendance generally, but it has a more serious effect on black families whose income is only about two thirds as high as whites. A recent follow-up study confirmed this adverse effect; a reason cited often by blacks as their reason for discontinuing was "financial aid not sufficient." Whites listed the same reason far less often.

ENROLLMENT

TRENDS IN COMMUNITY COLLEGE ENROLLMENT

After a period of rapid growth in the 1960s, credit enrollment rose at a slower rate in the 1970s. As shown in Table 1, credit enrollment in Fall 1978 was 86,076. Approximately two thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. As important as the changes in total enrollment are changes that have occurred in the composition of the student body. The last year in which full-time students were a majority was

1970. Part-time students account for 87 percent of the growth since 1972, and now represent 68 percent of all community college students. The number of women enrolled in community colleges has also increased dramatically. Women account for 74 percent of the growth since 1972, and now represent 57 percent of all community college students.

Table 1

OPENING FALL CREDIT ENROLLMENT 1960-1978
MARYLAND COMMUNITY COLLEGES

Year	Full-time	Percent Increase (Decrease)	Part-time	Percent Increase (Decrease)	TOTAL	Percent Increase (Decrease)
1960	2,361	11.7%	2,243	.8%	4,604	5.5%
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2
1978	27,748	(5.2)	58,328	4.9	86,076	1.4

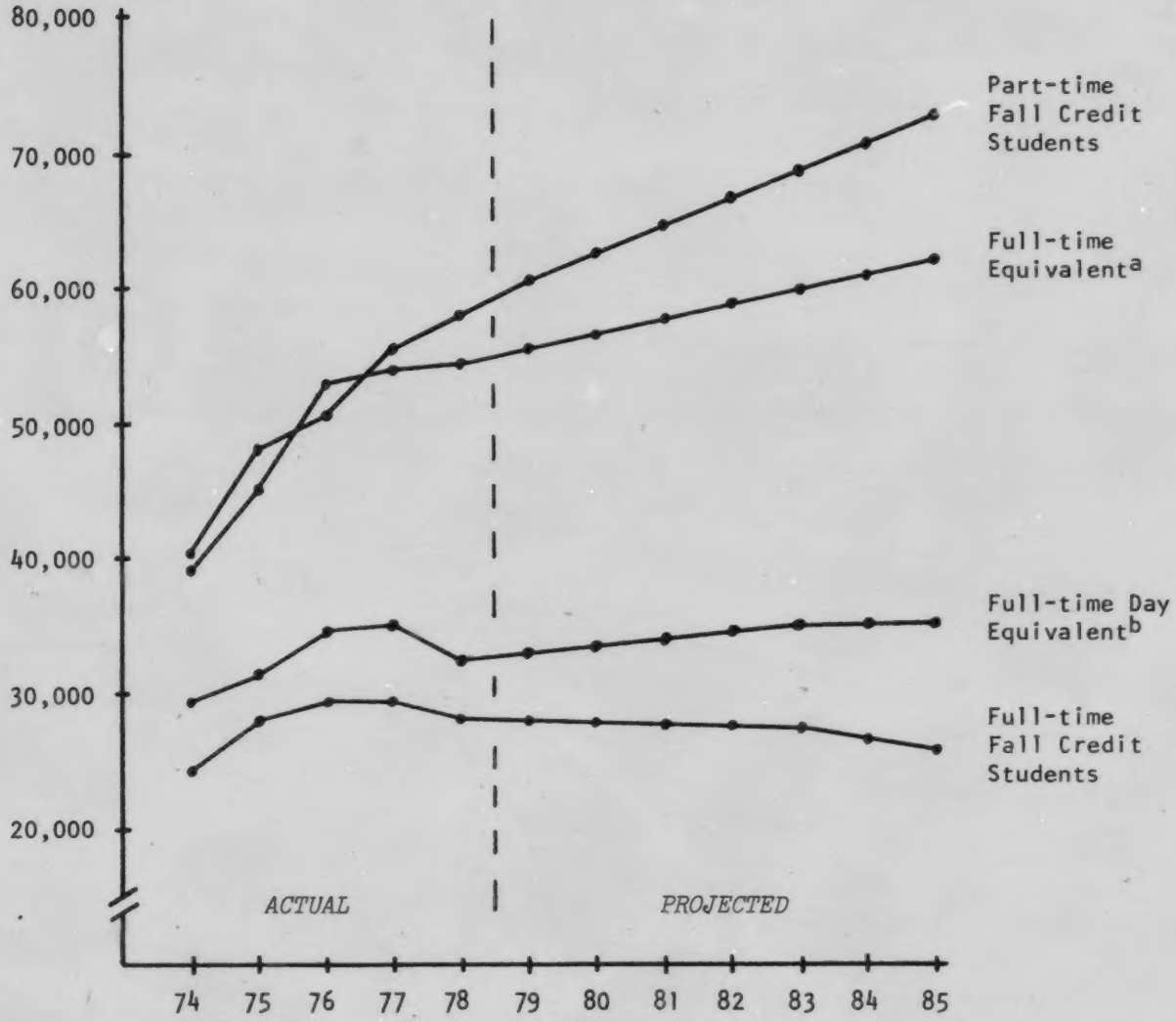
MARYLAND COMMUNITY COLLEGE ENROLLMENT PROJECTIONS 1979-1985

The State Board for Higher Education, in coordination with the State Board for Community Colleges, is charged with preparing enrollment projections for Maryland community colleges as a basis for facilities planning. Enrollment projections prepared by the State Board for Community Colleges are contained in Figure 1. Projection data can be found in Appendix D.

The State Board for Higher Education model for these projections used such factors as actual or projected births, high school enrollment, high school completions, migration patterns, college enrollment, and survival rates. Figure 1 illustrates that part-time enrollment may increase to about 74,000 while

Figure 1

ENROLLMENT HISTORY AND PROJECTIONS
MARYLAND COMMUNITY COLLEGES
1974-1985



[a] For financial planning, full-time equivalent (FTE) is equal to total credit and equated credit hours divided by 30.

[b] For facilities planning, full-time equivalent (FTE) is equal to full-time plus one third part-time. Full-time day equivalent (FTDE) is FTE enrollment between 8:00 a.m. and 5:00 p.m.

full-time enrollment may decrease to 26,000 in 1985. From 1979 to 1985, the full-time day equivalent enrollment (FTDE) for determining facilities requirements is expected to increase from 33,000 to about 35,000 (Appendix D, Table 7-D). It is expected that community college campuses currently approved or under construction will have an impact upon these projections. This impact will be evaluated as enrollment projections are revised annually.

Figure 1 also illustrates preliminary estimates of the total full-time equivalent (FTE) enrollment for State aid payments to colleges. As used in financial planning, a full-time equivalent student is computed by dividing all credit hours and equated credit hours by 30. The estimated full-time equivalent for State aid is based upon an annual growth rate of 2 percent.

PROGRAMS OF INSTRUCTION

Originally the purpose of Maryland community colleges, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, these institutions have become more comprehensive in the scope of their offerings. The *Annotated Code of Maryland* identifies occupational education as one of the major community college responsibilities. Occupational programs, however, were not widely available until about 1970. Continuing education, along with community and public services, represents the third major component of Maryland's comprehensive community colleges.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses and/or other supervised educational activities leading to a formal award." Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs

Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education area. About one third of community college students transfer to four-year institutions.

Occupational Programs

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service and agriculture;

- Artisan, trade and service levels within each of these fields.

Within the framework of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics. These latter areas of study provide students with the opportunity to develop concepts and skills necessary to improve the individual's effectiveness as a citizen, as well as employee. This general education component in occupational programs is transferable on a selective basis. Certificate programs must include 12 or more credits primarily of specialized content stressing the technical and/or manipulative requirements of an occupation. Generally, these programs take less than two years to complete.

CONTINUING EDUCATION, COMMUNITY AND PUBLIC SERVICE ACTIVITIES

In recent years continuing education, along with community and public service activities, has emerged as one of the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social and economic issues facing our communities. Many individuals enroll in courses to pursue an avocational interest or for general cultural enrichment. Continuing education courses, community and public service activites, available on campuses and in facilities located throughout the community, make the community college available to all citizens regardless of age, interest, or background.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students and their families as to the level of education required to qualify for desirable employment opportunities. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent in 1969 to 38 percent in 1978. The number of occupational certificates awarded increased from 114 in the 1970-1971 academic year to 858 in the 1977-1978 academic year.

Community colleges have projected the following number of new programs for Fall 1980 through 1984, respectively: 63, 55, 42, 31, and 22. These projections were supplied by the colleges and represent only the first of three steps in programs proposed to the State Board for Community Colleges. The second step is a "letter of intent" due in June; and the third step is a full program proposal, due in November. During these three steps, many factors are weighed by the colleges and most projected programs are not implemented. For example, only four new programs were endorsed for Fall 1979 while the 1978 Master Plan projected 55. Although enrollment and financial impact are now estimated for each

projected program in Chapter VII, it is not possible to project Statewide costs when there are so many unknowns. The same uncertainty about which projected programs will be implemented prevents the meaningful use of a Statewide priority system. Each proposed program is evaluated on its merits according to the criteria in the *Program Proposal Manual*.

REGIONAL AND STATEWIDE PROGRAMS

The State Board for Community Colleges has designated certain instructional programs at Maryland community colleges as regional or Statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of regional programs allows for more effective Statewide planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can now enroll in designated programs in adjoining areas with little or no financial penalty, there will be less need to have all programs available locally. This will tend to eliminate unnecessary duplication of effort.

The programs designated as regional or Statewide are:

- Air Transportation Management - Regional
  Catonsville Community College
- Dental Hygiene - Regional
  Community College of Baltimore
- Forest Technology - Statewide
  Allegany Community College
- Hotel-Motel Management - Regional
  Wor-Wic Tech Community College
- International Trade/Harbor Management - Regional
  Community College of Baltimore
- Labor Studies - Regional
  Dundalk Community College
- Mortuary Science - Regional
  Catonsville Community College
- Physical Therapy Assistant - Regional
  Community College of Baltimore
- Power Engineering Technology - Regional
  Dundalk Community College
- Professional Photography - Regional
  Cecil Community College
- Respiratory Therapy - Regional
  Community College of Baltimore

- Retail Floristry - Regional
  Dundalk Community College
- Vision Care Technician - Regional
  Howard Community College
- Wildlife Management - Statewide
  Garrett Community College

FINANCING CURRENT OPERATIONS

STATE BOARD FOR COMMUNITY COLLEGES

The Board's projected operating budget is divided into four categories: State Aid to Community Colleges, General Administration, the Optional Retirement program, and Federal Funds (Table 2). The General Administration budget represents less than 1 percent of the total allocation of the agency.

Table 2

PROJECTED AGENCY EXPENDITURES
LIMITED TO STATUTORY MAXIMUM FOR STATE AID
STATE BOARD FOR COMMUNITY COLLEGES
FY 1980 THROUGH FY 1985
(In Thousands)

Fiscal Year	State Aid	General Administration	Optional Retirement[a]	Federal Funds	TOTAL
1980	$45,822	$335	$321	$125	$46,603
1981	46,732	369	373	125	47,599
1982	47,668	405	410	125	48,608
1983	48,620	446	451	125	49,642
1984	49,593	490	496	125	50,704
1985	50,584	539	546	125	51,794

[a] The Optional Retirement program was provided for under Chapter 556 of the Acts of the 1975 General Assembly. Estimates are based on a State contribution rate of 6.13 percent applicable to the Teachers' Retirement System for FY 1978 and FY 1979. Projections into fiscal years beyond 1980 have been made to allow for increased State contribution rates and increases in faculty salaries as well as an increase in the number of faculty members.

CURRENT FUNDING FORMULA

The current funding formula for Maryland community colleges calls for each institution to initiate its budget and for the political subdivision to set the level of financial support within which the local college must operate. Currently, the State provides 50 percent of the net operating cost up to $800 per full-time equivalent student. Current statutes require that the local political subdivision provide a minimum of 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total cost exceeds $1,600 per full-time equivalent student (true in all of the community colleges), the local subdivisions and the students bear the additional cost.

Legislation was enacted in 1972 and expanded in 1973 and 1975 to provide additional State aid for a regional community college and a smaller community college. For these institutions, the State contributes 55 percent ($1,485) of a maximum of $2,700 per full-time equivalent student. Current statute requires that the local political subdivision contribute 32 percent with the student share set at 13 percent. Wor-Wic Tech Community College (Worcester and Wicomico Counties) is currently funded on a formula basis which provides that the State contribute 55 percent ($1,250) of the first $2,273 of costs per full-time equivalent student while the counties contribute a minimum of 28 percent and the students 17 percent.

PROJECTED NET OPERATING COSTS

Table 3 shows projections based upon previous college costs, 2 percent annual enrollment growth, and an overall inflationary factor which approximates 6 percent annually. Distribution of full-time equivalent students among colleges after FY 1979 is only tentative: the approved Board procedure for distributing full-time equivalent students will be followed prior to each fiscal year. These projections include only net operating expenditures and project individual and systemwide community college operating costs for FY 1980 through FY 1985. Included in the costs are Summer sessions and the cost of continuing education courses. Table 4 discloses the actual systemwide cost per full-time equivalent student for FY 1973 through FY 1978, and the projected systemwide cost per full-time equivalent student for FY 1979 through FY 1985.

Table 3 does not indicate the sources from which the funds originate. Net expenditures include only dollars expended from State, local, and student sources. The estimated college expenses are determined in Table 3 by multiplying the projected full-time equivalent students by the projected current cost per full-time equivalent student. Table 5 details estimated current operating expenses by function, while Table 6 shows estimated net current operating expenses by object classification.

It should be noted that individual college enrollments may change significantly due to local conditions. Since these data are designed primarily to determine systemwide funding requirements, local political subdivisions should not approve community college budgets based solely upon these projections.

Table 3

ACTUAL AND ESTIMATED FULL-TIME EQUIVALENT STUDENTS,
COST PER FULL-TIME EQUIVALENT STUDENT, AND NET CURRENT OPERATING EXPENSES
MARYLAND COMMUNITY COLLEGES
FY 1978 THROUGH FY 1985

College	FY 1978 (Actual) FTE	Cost Per FTE	Net Expenses	FY 1979 (Estimated) FTE[a]	Cost Per FTE	Net Expenses
Allegany	1,665	$1,739	$ 2,895,435	1,672	$1,819	$ 3,041,368
Anne Arundel	4,185	1,905	7,972,425	4,091	2,062	8,435,642
Baltimore City	6,363	1,699	10,810,737	5,900	1,582	9,333,800
Baltimore County	13,210	1,956	25,838,760	13,386	2,034	27,227,124
Cecil	698	1,808	1,261,984	718	1,991	1,429,538
Charles	2,001	1,802	3,605,802	2,371	1,799	4,265,429
Chesapeake	748	2,435	1,821,380	830	2,649	2,198,670
Frederick	1,091	2,011	2,194,001	1,067	1,946	2,076,382
Garrett	466	2,558	1,192,028	540	2,850	1,539,000
Hagerstown	1,498	1,782	2,669,436	1,600	1,971	3,153,600
Harford	2,597	1,926	5,001,822	2,651	2,150	5,699,650
Howard	1,452	1,990	2,889,480	1,550	2,077	3,219,350
Montgomery	8,713	2,260	19,691,380	9,006	2,487	22,397,922
Prince George's	9,424	1,577	14,861,648	9,000	1,691	15,219,000
Wor-Wic Tech	319	2,000	638,000	375	2,000	750,000
TOTAL	54,430		$103,344,318	54,757		$109,986,475

College	FY 1980 (Estimated) FTE[a]	Cost Per FTE	Net Expenses	FY 1981 (Estimated) FTE[b]	Cost Per FTE	Net Expenses
Allegany	1,645	$1,880	$ 3,092,600	1,678	$1,940	$ 3,255,320
Anne Arundel	4,150	2,173	9,017,950	4,233	2,284	9,668,172
Baltimore City	5,788	1,716	9,932,208	5,904	1,850	10,922,400
Baltimore County	13,275	2,126	28,222,650	13,541	2,139	28,964,199
Cecil	767	2,120	1,626,040	782	2,259	1,766,538
Charles	2,322	1,803	4,186,566	2,368	1,821	4,312,128
Chesapeake	841	2,657	2,234,537	858	2,490	2,136,420
Frederick	1,186	1,993	2,263,698	1,210	2,040	2,468,400
Garrett	553	2,825	1,562,225	564	2,800	1,579,200
Hagerstown	1,574	2,081	3,275,494	1,605	2,192	3,518,160
Harford	2,632	2,190	5,764,080	2,685	2,261	6,070,785
Howard	1,697	2,297	3,898,009	1,731	2,518	4,358,658
Montgomery	9,200	2,903	26,707,600	9,384	3,087	28,968,408
Prince George's	9,151	1,776	16,252,176	9,334	1,864	17,398,576
Wor-Wic Tech	419	2,100	879,900	427	2,100	896,700
TOTAL	55,200		$118,915,733	56,304		$126,284,064

[a] As approved by State Board for Community Colleges January 11, 1979.

[b] Based upon State Board for Community Colleges projected increase of 2 percent annually.

College	FY 1982 (Estimated) FTE[b]	Cost Per FTE	Net Expenses	FY 1983 (Estimated) FTE[b]	Cost Per FTE	Net Expenses
Allegany	1,711	$2,000	$ 3,422,000	1,746	$2,060	$ 3,596,760
Anne Arundel	4,318	2,358	10,181,844	4,404	2,407	10,600,428
Baltimore City	6,022	1,925	11,592,350	6,142	2,000	12,284,000
Baltimore County	13,811	2,152	29,721,272	14,088	2,198	30,965,424
Cecil	798	2,485	1,983,030	814	2,733	2,224,662
Charles	2,416	1,832	4,426,112	2,464	1,843	4,541,152
Chesapeake	875	2,451	2,144,625	892	2,423	2,161,316
Frederick	1,234	2,145	2,646,930	1,253	2,252	2,835,268
Garrett	575	2,800	1,610,000	587	2,850	1,672,950
Hagerstown	1,638	2,276	3,728,088	1,670	2,367	3,952,890
Harford	2,738	2,363	6,469,894	2,793	2,465	6,884,745
Howard	1,766	2,658	4,694,028	1,801	2,810	4,060,810
Montgomery	9,572	3,285	31,444,020	9,763	3,483	34,004,529
Prince George's	9,521	1,957	18,632,597	9,711	2,055	19,956,105
Wor-Wic Tech	436	2,200	959,200	444	2,200	976,800
TOTAL	57,431		$133,655,990	58,578		$141,717,839

College	FY 1984 (Estimated) FTE[b]	Cost Per FTE	Net Expenses	FY 1985 (Estimated) FTE[b]	Cost Per FTE	Net Expenses
Allegany	1,781	$2,120	$ 3,775,720	1,817	$2,180	$ 3,961,060
Anne Arundel	4,492	2,455	11,027,860	4,582	2,572	11,784,904
Baltimore City	6,265	2,100	13,156,500	6,390	2,250	14,377,500
Baltimore County	14,370	2,243	32,231,910	14,657	2,304	33,769,728
Cecil	830	3,006	2,494,980	847	3,200	2,710,400
Charles	2,513	1,854	4,659,102	2,563	1,865	4,779,995
Chesapeake	910	2,442	2,222,220	928	2,510	2,329,280
Frederick	1,284	2,365	3,036,660	1,310	2,483	3,252,730
Garrett	599	2,850	1,707,150	611	2,900	1,771,900
Hagerstown	1,704	2,498	4,256,592	1,738	2,597	4,513,586
Harford	2,849	2,567	7,313,383	2,906	2,670	7,759,020
Howard	1,837	3,075	5,648,775	1,874	3,325	6,231,050
Montgomery	9,958	3,677	36,615,566	10,157	3,871	39,317,747
Prince George's	9,905	2,158	21,374,990	10,103	2,261	22,842,883
Wor-Wic Tech	453	2,200	996,600	462	2,200	1,016,400
TOTAL	59,750		$150,518,008	60,945		$160,418,183

[b] Based upon State Board for Community Colleges projected increase of 2 percent annually.

FTE = Full-time equivalent

NOTE: Local community college budget approval should not be based solely on these projections. Full-time equivalent students do not include out-of-state students.

Planning based upon projections in a rapidly changing environment is hazardous. To secure the greatest possible accuracy, the State Board for Community Colleges will annually revise all projections at the time of the submission of community college budgets to the Governor and the General Assembly.

Table 4

ACTUAL AND ESTIMATED COST
PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FY 1973 THROUGH FY 1985

Fiscal Year	Net Cost Per FTE Student
1973[a]	$1,610
1974[a]	1,648
1975[a]	1,711
1976[a]	1,665
1977[a]	1,802
1978[a]	1,903
1979[b]	2,013
1980[b]	2,156
1981[b]	2,243
1982[b]	2,327
1983[b]	2,419
1984[b]	2,519
1985[b]	2,632

FTE = Full-time equivalent

[a] Actual
[b] Estimated

Table 5

ESTIMATED NET CURRENT OPERATING EXPENSES BY FUNCTION
MARYLAND COMMUNITY COLLEGES
FY 1980 THROUGH FY 1985
(In Thousands)

Function	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985
Instruction	$ 64,215	$ 68,194	$ 72,175	$ 76,528	$ 81,280	$ 86,626
Libraries	7,135	7,577	8,019	8,503	9,031	9,625
Student Affairs	9,513	10,103	10,692	11,337	12,041	12,833
Plant Operations	17,837	18,943	20,048	21,258	22,578	24,063
General Administration	11,892	12,628	13,366	14,172	15,052	16,042
General Institutional	8,324	8,839	9,356	9,920	10,536	11,229
TOTAL	$118,916	$126,284	$133,656	$141,718	$150,518	$160,418

Table 6

ESTIMATED NET CURRENT OPERATING EXPENSES BY OBJECT
MARYLAND COMMUNITY COLLEGES
FY 1980 THROUGH FY 1985
(In Thousands)

Object	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985
Compensation (incl. Benefits)	$ 95,133	$101,027	$106,924	$113,375	$120,415	$128,335
Contracted Services	7,135	7,577	8,019	8,503	9,031	9,625
Supplies & Materials	4,757	5,051	5,346	5,669	6,021	6,417
Communications	1,189	1,263	1,337	1,417	1,505	1,604
Conferences-Meetings	1,189	1,263	1,337	1,417	1,505	1,604
Grants-Subsidies	1,189	1,263	1,337	1,417	1,505	1,604
Utilities	4,757	5,051	5,346	5,669	6,021	6,417
Fixed Charges	2,378	2,526	2,673	2,834	3,010	3,208
Furniture & Equipment	1,189	1,263	1,337	1,417	1,505	1,604
TOTAL	$118,916	$126,284	$133,656	$141,718	$150,518	$160,418

FUNDING SOURCES

Table 7 shows the projected distribution of revenues using the totals in Table 3 as a base. The distribution of revenues is also based upon the current statutory formula of 50 percent State aid, 28 percent local funds, and 22 percent student tuition. Historical precedent indicates that the statutory dollar limitation in State aid will likely increase. Therefore, the distribution of revenues as outlined in Table 8 assumes that the State will not be restricted to the current statutory dollar limitation in its 50 percent share of net operating costs.

Table 7

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
NOT LIMITED TO STATUTORY MAXIMUM
MARYLAND COMMUNITY COLLEGES
FY 1980 THROUGH FY 1985
(In Thousands)

Source	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985
Tuition & Fees	$ 26,162	$ 27,782	$ 29,404	$ 31,178	$ 33,114	$ 35,292
Counties/City	33,296	35,359	37,424	39,681	42,145	44,917
State	59,458	63,143	66,828	70,859	75,259	80,209
TOTAL	$118,916	$126,284	$133,656	$141,718	$150,518	$160,418

Table 8 shows projections of the total costs expected to be absorbed by the counties (and the City of Baltimore) and the students. Annual increases in State Aid, as noted in Table 8, are based upon growth in full-time equivalent enrollment with a statutory limitation of $800 maximum per full-time equivalent student.[1]

Table 8 shows how, in a period of minor increases in enrollment coupled with significant inflationary rates, the State's share of operating costs will decline dramatically if current patterns of funding are projected into the future. This decline is so significant that in FY 1982 the counties would begin to contribute more to the cost of operations than the State and in FY 1983 both the counties and students would contribute sums in excess of the State's contribution. This situation can only be avoided by significant cost reductions or an increase in the State aid rate or a combination of both. The impact of a change in the statutory limitation for State aid can be demonstrated by projecting an increase of $100 per full-time equivalent student at the current enrollment level. Such an increase would require approximately $5,743,100 additional State aid in FY 1981.

Table 8

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
LIMITED TO STATUTORY MAXIMUM
MARYLAND COMMUNITY COLLEGES
FY 1980 THROUGH FY 1985
(In Thousands)

Source	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985
Tuition & Fees	$ 34,447	$ 39,141	$ 41,882	$ 44,914	$ 48,244	$ 52,084
Counties/City	36,269	37,885	41,433	45,350	49,671	54,542
State Aid	45,822	46,732	47,668	48,620	49,593	50,584
Miscellaneous	2,378	2,526	2,673	2,834	3,010	3,208
TOTAL	$118,916	$126,284	$133,656	$141,718	$150,518	$160,418

PHYSICAL FACILITIES

Formulating educational requirements and initiating planning for new facilities are all responsibilities of community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State guidelines for community college facilities planning, has the authority to review all plans for new facilities. The Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the

[1] Three colleges operate at a statutory maximum of $1,485 per full-time equivalent in State aid; one college operates at $1,250 per FTE.

Department of General Services. After project proposals are reviewed by the Board staff, recommendations on the advisability of capital projects are made to the State Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop within its Plan for Community Colleges detailed physical facilities requirements and projections of capital funds necessary to finance them.

PRESENT AND PROJECTED FACILITIES REQUIREMENTS FOR FISCAL YEARS 1978 THROUGH 1984

Table 9 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1984. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent enrollments at each institution through FY 1985.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it may be necessary to construct additional campuses. Map 1 indicates present, planned, and potential campuses as well as potential locations for new community colleges. On the basis of projected space requirements as indicated in Table 9, the State Board for Community Colleges has approved the establishment of one additional campus in Prince George's County, in the Clinton area, in 1986. Although northern Baltimore County has a large geographic area not currently served by a community college, this large area could be served by a satellite campus from an existing Baltimore County college until there is sufficient population to warrant an additional campus.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1979, 23 of the 24 political subdivisions in Maryland will be served by a community college. Over 99 percent of the State's population live in these counties and Baltimore City. Map 1 indicates that five counties do not have their own community college: Carroll, Calvert, St. Mary's, Dorchester, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Calvert County and Dorchester County have agreements with neighboring counties to provide education at in-county rates. St. Mary's County finalized arrangements with Charles County Community College and opened a branch campus in Fall 1978.

Table 9

INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1979

College	Existing NASF FY 1979	NASF / FTDE FY 1979	Process	Projected Total FTDE FY 1984	Projected NASF IN FY 1984	NASF / FTDE FY 1984
Allegany[a]	209,554	219.66	-	969	209,554	216.26
Anne Arundel	199,769	79.43	-	2,725	251,633	92.34
Baltimore City:						
Liberty	208,340	82.64	-	2,651	208,340	78.59
Harbor	114,171	90.54	-	1,326	114,171	86.10
Baltimore County:						
Catonsville	307,020	93.78	-	3,586	307,020	85.62
Dundalk[b]	84,569	143.34	29,884	640	114,453	178.83
Essex	293,107	84.76	-	3,788	362,332	95.65
Cecil	25,545	98.63	18,385	284	63,930	225.11
Charles	107,041	122.47	-	1,156	131,857	114.06
Chesapeake[c]	94,255	202.26	-	501	94,255	188.13
Frederick	79,712	135.56	-	632	89,092	140.97
Garrett[d]	62,579	312.90	-	209	62,579	299.42
Hagerstown	117,005	119.27	775	1,034	119,630	115.70
Harford	149,424	118.40	5,439	1,368	161,876	118.33
Howard	119,086	140.43	-	915	119,086	130.15
Montgomery:						
Rockville	410,825	83.84	-	4,900	410,825	83.84
Takoma Park	147,701	86.88	5,137	1,700	156,591	92.11
Germantown	91,265	153.13	28,845	1,055	131,584	124.72
Prince George's:						
Largo	303,357	57.95	-	5,639	394,606	69.98
Clinton	-	-	-	-	-	-
Wor-Wic Tech	-	-	-	180	-	-
TOTAL	3,124,325	95.69	88,465	35,258	3,503,414	99.36

[a] Includes 86,128 NASF not financed by community college funds.

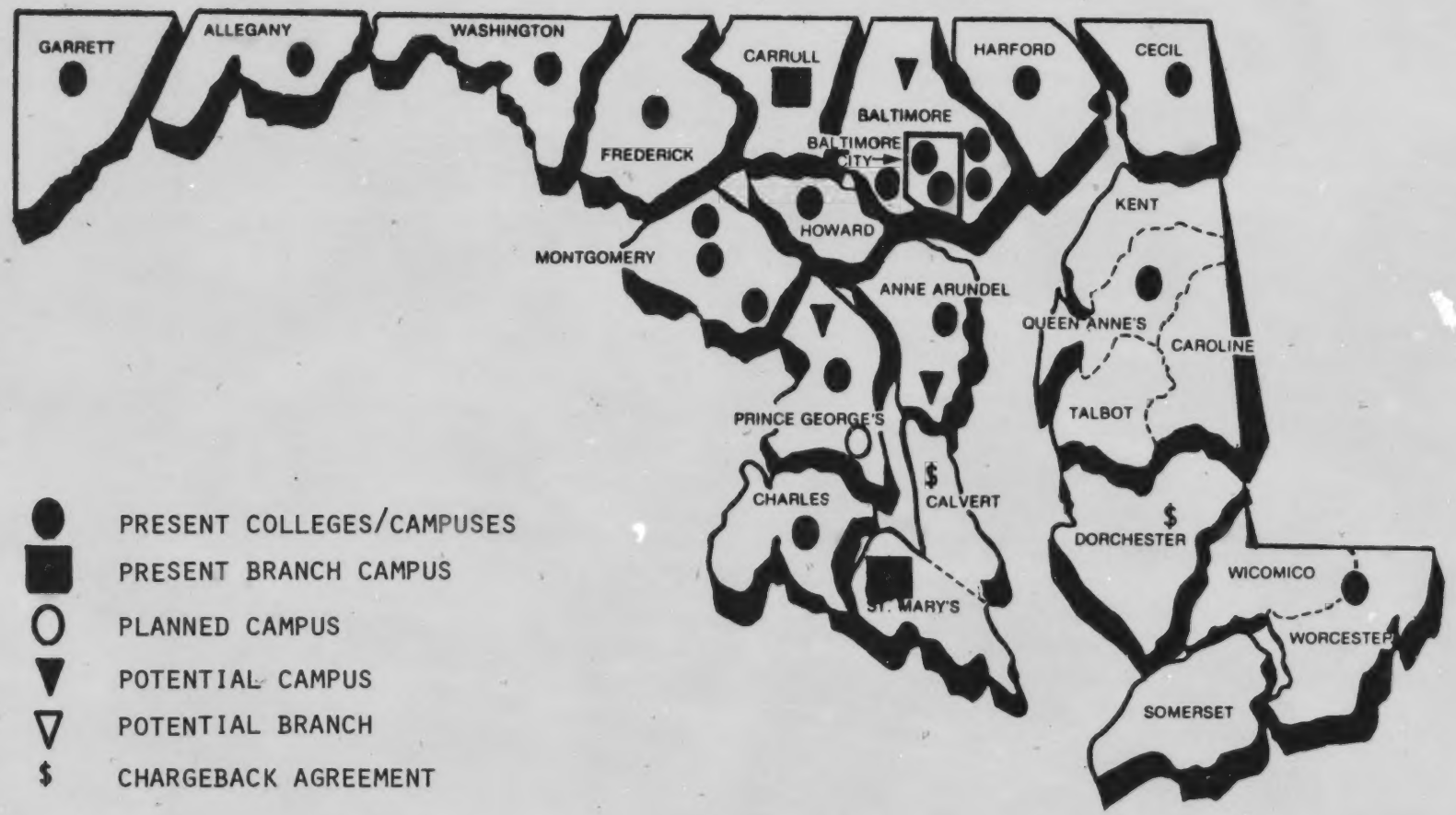
[b] Includes 18,313 NASF of gymnasium space in excess of Guidelines financed by others.

[c] College authorized and constructed, based on early college projections.

[d] Includes 14,832 NASF financed with ARDA funds.

Map 1

MARYLAND COMMUNITY COLLEGES



Published national guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines now state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board for Community Colleges any request for the introduction of new community colleges or new campuses of existing institutions.

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college utilizing existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish satellite centers in the county, such as Carroll County has done with Catonsville Community College and St. Mary's County with Charles County Community College. Calvert and Dorchester Counties have chargeback arrangements with Charles County Community College and Wor-Wic Tech Community College respectively.

Use of the latter alternative can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted; (2) continue the use of a satellite campus indefinitely (or for an additional trial period); or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was utilized, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date

of this act. The result of this calculation to be multiplied by .33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of: site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

PAST AND PROJECTED COSTS OF STATE PARTICIPATION IN CAPITAL CONSTRUCTION

In the period FY 1961-FY 1979, the Maryland General Assembly authorized $111,000,000 in State capital construction bonds for community colleges for expenditure. Table 10 indicates that $98,001,582 of the $111,000,000 was allocated to the individual institutions by the Board of Public Works. Of this total, $88,873,149 was actually expended through January 1, 1979. The difference of $9,128,433 represents construction in process or completed and not "closed out."

Column 3 of Table 10 also summarizes the projected allocation requests by institutions for the period FY 1979-FY 1984. As illustrated, the projected allocations for this period total $19,023,149 of which $9,697,896 is available from bonds previously authorized. Of the $9,697,896 however, $308,519 is specifically designated for regional colleges, leaving $9,389,377 available to remaining capital projects through the rest of the system. Thus, the projected net State bond requirement for the period FY 1979-FY 1984 is $9,633,772.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VII. These projections are based upon FY 1979 dollars and will be updated annually. Table 11 summarizes the projected State Bond requirements for the period FY 1979-FY 1984.

Table 11

PROJECTED BOND REQUIREMENTS
MARYLAND COMMUNITY COLLEGES
FY 1979-FY 1984

Fiscal Year	Projected Bond Requirement
1979	$ 8,403,806
1980	2,927,230
1981-1984	7,692,113
TOTAL	$19,023,149
Less Bond funds on hand	9,389,377
NET BOND REQUIREMENT	$ 9,633,772

Table 10

PREVIOUS AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES[a]
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1979

College	State Bond Authorizations FY 1961-FY 1979 Allocated	State Bond Authorizations FY 1961-FY 1979 Expended	Projected Requirements FY 1980-FY 1985
Allegany	$ 2,891,033	$ 2,855,666	$ 18,500
Anne Arundel	7,612,167	6,972,006	2,681,190
Baltimore City:			
Liberty	3,082,256	2,799,788	221,000
Harbor	7,245,171	6,784,926	-
Baltimore County:			
Catonsville	8,969,130	8,657,019	116,908
Dundalk	4,377,184	2,728,357	200,000
Essex	9,981,460	9,150,302	3,526,592
Cecil	1,673,583	987,683	1,425,000
Charles	4,133,872	4,047,648	1,214,109
Chesapeake	4,774,709	4,507,557	75,000
Frederick	2,347,916	2,110,148	729,066
Garrett	915,701	815,899	24,000
Hagerstown	2,357,763	2,301,969	226,508
Harford	4,511,235	4,235,991	590,156
Howard	4,461,505	4,155,652	-
Montgomery:			
Rockville	8,642,508	8,641,458	145,000
Takoma Park	5,250,000	4,997,079	-
Germantown	5,095,906	3,018,330	288,870
Prince George's:			
Largo	8,993,483	8,420,671	4,405,250
Clinton	685,000	685,000	3,136,000
Wor-Wic Tech	-	-	-
TOTAL	$ 98,001,582	$ 88,873,149	$ 19,023,149

[a] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

CONSTRUCTION PRIORITIES

The construction priority list (Table 12) was approved by the State Board for Community Colleges July 13, 1978. The FY 1980 construction priority list will be approved in July 1979 by the Board.

Table 12

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE
UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
MARYLAND COMMUNITY COLLEGES
FY 1979

Priority	College	Project	Estimated State Share
1	Catonsville	Humanities-Classroom Building - Furniture & Equipment	$ 70,181
2	Anne Arundel	Theater - Furniture & Equipment	75,595
3	Prince George's	Learning Resources Center - Construction, Furniture & Equipment	2,043,250
4	Essex	Career Center - Construction, Furniture & Equipment	1,509,592
5	Anne Arundel	Physical Education Addition - Construction, Furniture & Equipment	354,840
6	Harford	Library Alterations - Construction, Furniture & Equipment	140,580*
7	Dundalk	Site Development & Athletic Fields, Phase II - Construction	200,000
8	Anne Arundel	Modifications for the Handicapped - Design & Construction	60,000
9	Baltimore	Modifications for the Handicapped - Design & Construction	35,000
10	Catonsville	Modifications for the Handicapped - Design & Construction	46,727
11	Charles	Modifications for the Handicapped - Design & Construction	44,130
12	Essex	Modfications for the Handicapped - Design & Construction	20,000
13	Frederick	Modifications for the Handicapped - Design & Construction	45,666

Priority	College	Project	Estimated State Share
14	Hagerstown	Modifications for the Handicapped - Design & Construction	$ 26,485
15	Montgomery	Modifications for the Handicapped - Design & Construction	145,000
16	Prince George's	Modifications for the Handicapped - Design & Construction	30,000
17	Frederick	Assembly Building - Design & Construction Furniture & Equipment	500,000
18	Anne Arundel	Student Center Addition - Design & Construction Furniture & Equipment	827,500
19	Charles	Assembly-Classroom-Laboratory Building - Design & Construction Furniture & Equipment	950,000
20	Essex	Administration Annex - Design & Construction Furniture & Equipment	632,000
21	Prince George's	Physical Education Addition - Design	62,000
22	Anne Arundel	Classroom Building - Design	55,000
23	Essex	Planetarium Modifications - Construction, Furniture & Equipment	60,000
24	Garrett	Connecting Corridor - Design & Construction	24,000
25	Anne Arundel	Physical Plant Addition - Design & Construction	119,255
26	Charles	Campus Access Road - Design & Construction	137,487
27	Charles	Parking Lot - Design & Construction	82,492
28	Frederick	Energy Conservation Modifications - Design & Construction	83,400

Priority	College	Project	Estimated State Share
29	Baltimore	Roof Replacement - Design & Construction	$ 98,000
30	Baltimore	Heating, Ventilating Replacement - Design & Construction	56,000
TOTAL ESTIMATED STATE SHARE FY 1979			$ 8,534,180
TOTAL FUNDS ALLOCATED BY BOARD OF PUBLIC WORKS FOR * PROJECTS			130,374
REMAINING REQUIRED FUNDS			$ 8,403,806

NOTE: The amount actually allocated is not always the same as the estimated amount.

V. OBJECTIVES

The goals described earlier in the Plan are coupled with specific objectives in this chapter. For the first time objectives are presented separately for the State Board for Community Colleges and for the community colleges. Implementation strategies are described in Chapter VII and evaluation plans are outlined in Chapter IX.

GOAL OF THE STATE BOARD FOR COMMUNITY COLLEGES

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

Objectives

The following major objectives will be pursued in addition to the requirements specifically mentioned in the Education Article (Appendix A).

1. Conduct a study of alternative State funding methods for community colleges.

2. Implement the State plan for handicapped students in community colleges.

3. Conduct a study of the education and training needs of business and industry in Maryland.

4.* Publish a study of developmental education courses.

5.* Coordinate program evaluation of at least 40 instructional programs, using the system developed in FY 1978.

6. Develop a comprehensive plan for State financial assistance with deferred maintenance items and major renovation projects.

7.* Conduct graduate and employer follow-up studies and publish a profile of community college students.

8. Support legislation for payment of out-of-county tuition differential for students in Statewide and regional programs.

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* This objective is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

9. Survey continuing education students to obtain data for planning and evaluation.

GOALS OF THE COMMUNITY COLLEGES

GOAL 1 - TO PROVIDE A BASIC EDUCATION IN THE LIBERAL ARTS

Objective 1.1

Offer a comprehensive array of courses that include natural sciences, literature, history, social sciences, languages, and fine arts.

GOAL 2 - TO PROVIDE QUALITY COMPREHENSIVE CAREER PROGRAMS, COURSES, AND STUDENT SERVICES

Objective 2.1

Increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Objective 2.2*

Improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

Objective 2.3*

Promote staff development and handicapped awareness for faculty and staff teaching occupational courses.

GOAL 3 - TO PROVIDE QUALITY COMPREHENSIVE TRANSFER PROGRAMS AND STUDENT SERVICES

Objective 3.1

Provide access to baccalaureate institutions by offering quality transfer programs.

Objective 3.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

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* This objective is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

GOAL 4 - TO PROVIDE QUALITY CONTINUING EDUCATION COURSES AND COMMUNITY SERVICE ACTIVITIES

Objective 4.1

Provide continuing education, community and public services within the college service area.

Objective 4.2

Work with local subdivisions to establish the most effective adult education programs.

GOAL 5 - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGES FOR ELIGIBLE MARYLAND CITIZENS

Objective 5.1

Reflect the same racial composition in enrollment that exists within the community college service area.

Objective 5.2

Continue to attract an increasingly diverse student population.

Objective 5.3

Move expeditiously to implement facilities requirements for community colleges in suburban areas.

GOAL 6 - TO PROVIDE EFFICIENT COMMUNITY COLLEGE OPERATIONS WITHOUT IMPAIRING THE QUALITY OF SERVICES

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

VI. MAJOR POLICY DIRECTIONS AND ACTIONS

During FY 1980, the State Board for Community Colleges intends to undertake two major actions which could have a significant impact upon Maryland's community college system. The following are the details of the steps which the Board will take in relation to these two major policy directions.

COMMUNITY COLLEGE FUNDING

In 1977, the Governor signed legislation enacted by the General Assembly which increased the State funding formula to community colleges by 14 percent in FY 1978. Generally this resulted in an increase of State support per full-time equivalent student of $100 with larger dollar increases for three smaller community colleges. The change in the funding formula evolved from the findings of a special task force, formed at the urging of the Governor, to study community college funding.

For FY 1979, the Board did not request additional State support. However, the Board requested additional State support for community colleges in FY 1980 based upon the following statistics.

Full-time equivalent enrollment in Maryland community colleges is increasing at a slower rate and the rate of increase in full-time equivalent enrollment is projected to approximate only 2 percent. The cost of educating students continues to increase at a relatively high rate because of economic factors which are generally outside the control of institutional management: the consumer price index and the cost of utilities.

Maryland community colleges were able to provide quality educational services to the citizens of Maryland from FY 1972 through FY 1977 on a stable $700 State aid dollar formula, while costs were increasing because of significant enrollment growth. Although formula aid was increased by $100 for FY 1978, this increase will not be sufficient to sustain quality educational programs for an extended period of time because of the smaller enrollment gains described above and increasing inflationary costs.

The systemwide cost of educating a full-time equivalent student exceeded the statutory base by 18.9 percent ($1,600 vs. $1,903) in FY 1978. The cost of educating a full-time equivalent student is projected at $2,156 for FY 1980, which will be 35 percent higher than the present $1,600 statutory base. These conditions will require a change in the State's funding formula for FY 1981 if the colleges are to continue to operate effectively and provide quality education.

When costs rise above the statutory base, the State's share in the cost of educating students falls. Even with the 14 percent increase in the aid rate for FY 1978, the State's participation in the cost per full-time equivalent student

is projected to be only 39 percent in FY 1979. This percentage is expected to decline to approximately 37 percent in FY 1980. See Figure 2.

As the State's percentage share of the cost declines, the students and political subdivisions share increases. The majority of the counties/city and students have traditionally paid in excess of the statutory 28 percent and 22 percent.

During the past three years, tuition rates assessed students at the colleges have increased by about 24 percent, more than either State or county/city sources. These increases have occurred in the face of a legislative mandate that tuition of community college students be kept as low as possible.

When community college enrollment was growing rapidly, the formula provided additional annual revenues and thus the disparities which existed in the funding formula for Maryland community colleges were not sharply delineated. Currently however, with stabilizing or declining enrollments and a high rate of inflation, the inequities which exist among and between Maryland's community colleges in terms of State and local support have become a major concern. It is imperative that quality education in each community college be maintained both for the citizens of Maryland and the overall economic well-being of the State itself.

The State Board for Community Colleges, therefore, will conduct a major study of community college funding in cooperation with the State Board for Higher Education, other interested governmental agencies, community college presidents, and local boards of trustees. This study should be completed by September 1979 with recommendations made to the Governor for the possible implementation of legislation in the 1980 Session of the Maryland General Assembly.

COMMUNITY COLLEGE EVALUATION SYSTEM

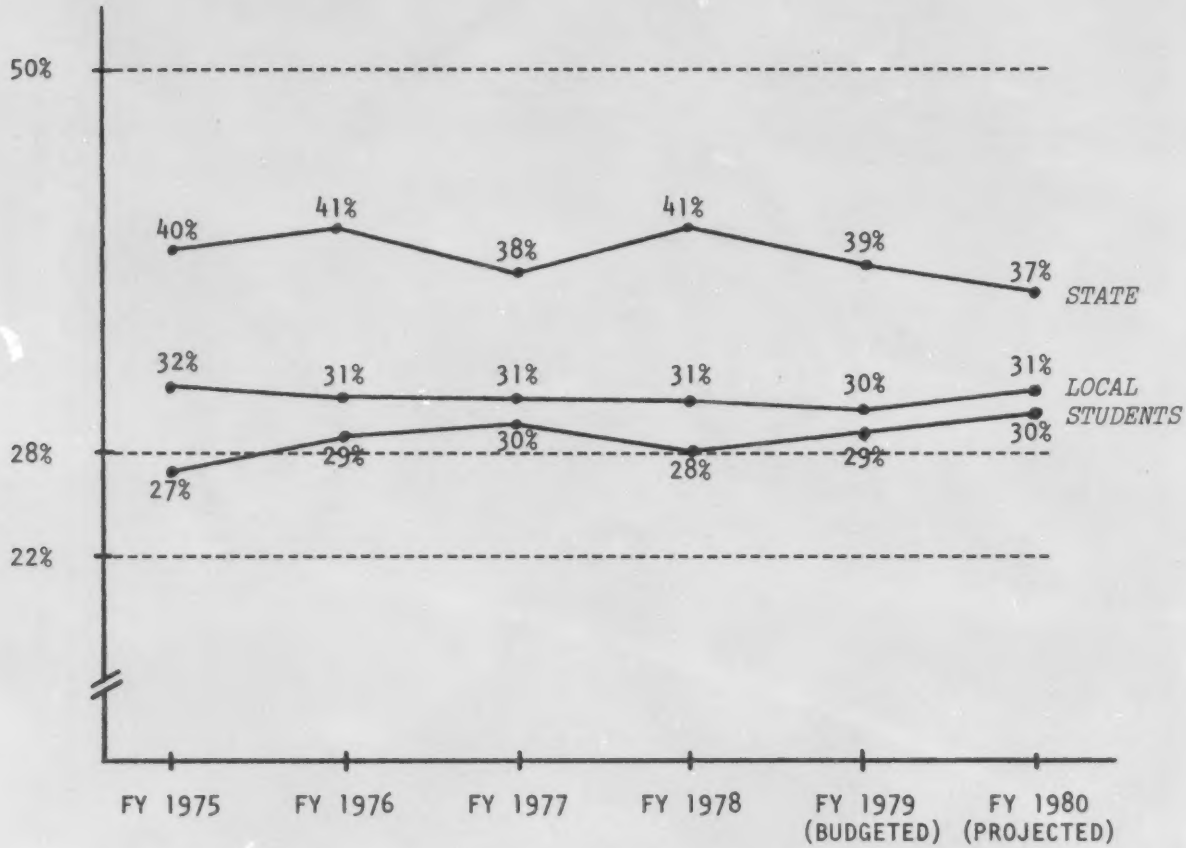
At its March 1979 meeting, the Maryland State Board for Community Colleges approved the Maryland Community College Evaluation System. The action followed consideration by the Board at its February meeting and review by the Maryland Council of Community College Presidents. Since all of the sub-systems are currently in place and make use exclusively of data currently collected, the evaluation system, as approved, goes into effect immediately. The staff will now develop the specific criteria, tolerance levels, operational formats, and computer documentation. These will be presented to the community college presidents and Board for review and approval. The first use of the system will be made during the 1979-1980 academic year, basically as a test of the system.

OVERVIEW OF THE MARYLAND COMMUNITY COLLEGE EVALUATION SYSTEM

In 1968, the General Assembly enacted legislation creating the Maryland State Board for Community Colleges. The Board was created with certain statutory powers largely involving the coordination of the State's community colleges. Over the past five years, particularly beginning with the development of the first *Statewide Master Plan for Community Colleges in Maryland*, the Board, with the cooperation and encouragement of the individual local boards of community college trustees and their presidents, has developed a series of

Figure 2

PERCENT OF ADJUSTED CURRENT EXPENSES
CONTRIBUTED BY THE THREE MAJOR SOURCES OF REVENUE
MARYLAND COMMUNITY COLLEGES



NOTE: Percentages may not add to 100 because budgets are not necessarily completed in balance in terms of revenues and expenditures. Also, miscellaneous sources of revenue approximate 2 percent of the cost per full-time equivalent student each year.

evaluative processes and mechanisms. These processes are assembled here in an attempt to establish a comprehensive system of community college evaluation. The system involves processes, mechanisms, and procedures currently in effect and does not require the additional development of data collection devices. The system is open-ended so that new components can be added as they are developed. The system involves both quantitative and qualitative analysis of information. The system is designed to be non-threatening to community college administrators, faculty, and staff while at the same time providing the stimulus for deleting unneeded programs and practices, altering processes and programs for the sake of improvement, and providing a competitive incentive for each community college to strive toward educational and administrative excellence.

Although the concept of this system had been in existence for over a year, credit must go to the Maryland State Board for Higher Education for its final completion. The State Board for Higher Education has been adamant in its insistence that evaluation systems which carry public credibility be created. It is the hope of the State Board for Community Colleges that the State Board for Higher Education acknowledge and approve this system and that the State Board for Community Colleges itself be evaluated on the basis of how well it implements the system and on the basis of its public credibility.

BASIC ASSUMPTIONS OF THE EVALUATION SYSTEM

In beginning to develop overall strategies for evaluation of public postsecondary education in Maryland, the question arises as to what are important aspects to consider in the planning stages. The following points should be considered:

- A large volume of data is provided for a wide variety of institutional functions and is available to segment and local boards.
- Because of the immensity of the evaluation task, the process should specifically identify the roles to be played by the State Board for Higher Education, the segment boards, and the institutions themselves. All should be involved in developing the process for evaluation as well as the evaluation itself.
- To cover the spectrum of institutional functions, any evaluation system must deal with carefully defined and very specific quantifiable information relating to students, programs, finance, and facilities.
- The State's evaluation system should merge self-studies and visitation team reports available from the regional accrediting association as well as specialized discipline accrediting bodies. The State's system should also include annual and special audit reports.
- State personnel should continue to accompany accrediting teams as appropriate. Separate State visits by outside teams should only be initiated under specified special circumstances.
- In order to assure quality, a local board must be held accountable for the caliber of college programs and services. A segment board

shall be accountable for the analysis of its institutions. The State Board for Higher Education shall be accountable for the analysis of the segment boards.

EVALUATION SYSTEM COMPONENTS

The Maryland Community College Evaluation System focuses on five broad areas. The areas are Student Achievement, Programs, Finance and Administrative Practices, Facilities, and Accreditation Reports. The components within each of these are actually sub-systems of the overall evaluation system and have been primarily developed by the State Board for Community Colleges in cooperation with the local community colleges. The following are descriptions of each of the components in the five areas and within which the ultimate evaluation takes place.

STUDENT ACHIEVEMENT

The primary reason for the existence of Maryland community colleges is to assist students in achieving their educational goals, their immediate career development, and their preparation for transfer to four-year colleges or universities. In order to determine how well community colleges succeed in these objectives, the State Board for Community Colleges, with full cooperation from the community colleges, conducts a series of student and employer follow-up studies. In addition, the Board collects student demographic data which allows for trend analysis in several major areas. Appearing below are the system components of the Student Achievement area.

Equal Access and Opportunity

The *State Plan for Community Colleges* and the *Statewide Plan for Postsecondary Education* contain specific goals for providing equal access and opportunity for community college students. An annual assessment is conducted by each community college in terms of how well it is achieving these goals which are reported to the State Board for Community Colleges and the State Board for Higher Education for inclusion in the State Plans and the Reports of the Desegregation of Maryland's Institutions of Higher Education.

Student Demographic and Enrollment Data

A comprehensive student enrollment information system has been established whereby computer tapes are forwarded to both the State Board for Community Colleges and the State Board for Higher Education. This system provides for the analysis of enrollment, sex, age, and other educational and demographic trends. A total of 17 student variables are included.

First-Time Entering Student Follow-Up Study

This follow-up study, conducted on a biennial basis, is administered to all first-time students who entered Maryland community colleges four years earlier. The study addresses five basic research areas: (1) student educational goals; (2) goal achievement; (3) career development; (4) transfer;

and (5) student satisfaction. Statewide and individual community college follow-up profiles are developed. Colleges are provided with local data. Statewide aggregate figures are published by the State Board for Community Colleges.

Graduate Follow-Up Study

This study, conducted annually, indicates employment status and salary data, as well as other specific student goal achievement questions.

Continuing Education Student Survey

This survey, conducted periodically, is administered to Maryland citizens enrolled in noncredit continuing education courses during a specific two-week period. The survey provides demographic data, student satisfaction information, and course evaluation information for the noncredit continuing education courses offered by Maryland community colleges. The first survey conducted in October 1978 was responded to by over 17,000 students.

Student Goal Achievement Index

The Maryland community college Student Goal Achievement Index determines in a quantitative manner the extent to which Maryland community college students meet their educational goals. This index is based on cross-tabulation of what the student wanted to accomplish and what he actually did accomplish.

Transfer Follow-Up at the University of Maryland

This information, collected by the University of Maryland on a semester-by-semester basis, is forwarded to the State Board for Community Colleges and each individual community college. The data outlined the success of students who transfer from Maryland community colleges to the University of Maryland. The information assists in the evaluation of transfer programs. Efforts are tendency to add similar information from other public four-year colleges and universities.

PROGRAMS

The primary vehicle for the delivery of education to students enrolled in Maryland community colleges is through formal, approved academic programs and the system of noncredit continuing education courses. Student achievement is directly related to how well the programs and courses function. The success or failure of programs is directly related to the quality of the community college faculty. Thus, a direct link is established between student achievement and faculty quality through the analysis and evaluation of programs.

Employer Follow-Up Study

This study, conducted annually, primarily determines the satisfaction levels of employers of community college graduates. A series of specific questions relating to program performance is included.

Program Proposal Manual - New, Statewide, and Regional Programs

The *Maryland Community College Program Proposal Manual*, approved by the State Board for Higher Education, the State Board of Education, and the State Board for Community Colleges, provides for the evaluation of all new program proposals in a systematic fashion, including Statewide and regional programs. The process for introducing new programs is currently detailed within the framework of the manual. A mechanism for program discontinuance has been developed and will be included in the next printing of the manual.

Program Evaluation System

In 1978, the State Board for Community Colleges approved a community college Program Evaluation System. This system provides for a quantitative assessment of community college programs at the State level which raises specific questions and a resultant qualitative assessment at the institutional level which responds to questions raised. The community college Program Evaluation System contains a sophisticated computerized data monitoring system which is updated annually. Information contained in the system is provided to all public educational agencies in Maryland. This system also assists in planning new programs.

Continuing Education Noncredit Course Approval System and Biennial Review

The State Board for Community Colleges has established a comprehensive noncredit continuing education course review and approval system. The Board makes a determination as to the eligibility for State funding of noncredit courses taught in community colleges. Every two years each continuing education course is evaluated in terms of its eligibility for State funding. The system is completely computerized for immediate access to information. The system was developed through a cooperative effort of the Maryland community colleges and the State Board for Community Colleges.

Two-Year Standards Compliance

Maryland community colleges operate under the approval of the State Board for Higher Education. The community colleges are required to comply with the minimum standards for two-year institutions. The State Board for Community Colleges has the responsibility to determine if such compliance is met.

FINANCE AND ADMINISTRATIVE PRACTICES

Governance of individual Maryland community colleges is the responsibility of the local boards of trustees. The nature and effectiveness of college practices are the responsibility of the local boards of trustees. It is the responsibility of the State Board for Community Colleges, based upon a comprehensive review and analysis of quantitative information, to make recommendations to the local boards on the improvement of administrative operations and practices. Following are the major systems which the State Board for Community Colleges utilizes to develop an institutional analysis relating to finance and administrative practices.

Financial Information System

In 1978, the State Board for Community Colleges developed a computerized budget information system. The system provides comparative data relating to costs, credit hour loads, student/faculty ratios, and provides system-wide averages as well as institutional comparisons. This system is a quantitative tool which allows the Board to raise questions relating to institutional financial management.

Annual Audits, Special Audits, and Management Letters

In 1978, the Maryland General Assembly enacted legislation providing statutory authority for the State Board for Community Colleges to develop audit guidelines with the power to require implementation of recommendations made by auditors in their management letters. Although many community colleges fully complied voluntarily with all guidelines in 1978, all colleges will be required to implement the approved audit guidelines during the FY 1979 audit process. The audits and related management letters will assist the Board in analyzing institutional administrative practices and provide a mechanism for making recommended changes.

Discipline Cost Analysis

Maryland community colleges annually conduct a discipline cost analysis. This analysis, which is developed by the colleges on a course-by-course basis, provides the opportunity to review discipline costs as they relate to specific programs. It also provides comparative information and is an integral part of the Program Data Monitoring System.

FACILITIES

Over the past decade Maryland has constructed over $180 million in capital projects for Maryland community colleges. Capital funding is a shared expense between the State and local political subdivisions. It is essential that the fine facilities that have been constructed be monitored and evaluated regularly in order to maintain their function and appearance.

Facilities Manual

In 1977, the State Board for Community Colleges published a *Community College Facilities Manual* combining in one reference guidelines and procedures previously approved. Components of the manual provide evaluation of projected facilities and assist the institutions in planning for site acquisition, preparation, and the design and construction of physical facilities.

Facilities Evaluation

The State Board for Community Colleges has developed a mechanism for evaluating the quality of current facilities on individual campuses and is currently assisting the Department of General Services in developing a facilities maintenance manual.

ACCREDITATION REPORTS

Maryland community colleges participate in a variety of institutional evaluative processes conducted by outside accrediting teams. These teams normally visit the campus to either evaluate the institution's overall success in meeting stated goals and objectives or to assess specific community college programs.

Middle States Association Reports

Maryland community colleges are all members of and accredited by the Middle States Association of Colleges and Schools. Middle States is one of the seven regional accrediting bodies nationally recognized by the U. S. Office of Education. This voluntary organization with membership from five states and the District of Columbia measures on a periodic basis the progress which its member institutions are making toward meeting stated goals and objectives. The process involves team visits on a periodic basis. The State Board for Community Colleges and the State Board for Higher Education normally send resource persons who participate in the team visits. The final Middle States reports are the property of the institution but copies are forwarded to the State Board for Higher Education and the State Board for Community Colleges.

Professional Associations Reports

Community colleges undergo specialized program accreditation and evaluations which involve on-site visits by a multitude of specific program accrediting organizations. These include the National League for Nursing, the American Dental Association, and the American Medical Association. Team reports are forwarded from the associations to the institutions after each visit with recommendations for program improvement. Such reports are not normally forwarded to the State Board for Community Colleges. Under the provision of this system, all such reports would be forwarded to the Board.

THE EVALUATION PROCESS

Evaluation is an extremely complex and time-consuming process. The system outlined is designed to minimize the time and energy which a community college must spend in preparing for evaluation. All of the components contained in the system are currently operative. Each community college regularly and systematically submits information to the State Board for Community Colleges within the framework of each component.

Within the evaluation process, a community college will not be required to submit any self-study or any specialized information outside current data submission requirements. The State Board for Community Colleges will develop an institutional analysis and profile analyzing strengths and weaknesses of an institution's operation based upon data and reports contained within each component. This will be accomplished for each community college once every five years.

When the institutional analysis is completed, it will be forwarded to the college for comments and reaction. Institutional reaction and comments will be forwarded

back to the State Board for Community Colleges. The Board will develop a final institutional analysis report containing recommendations and compile this information into a final report. This report will be a public document and will be forwarded to the State Board for Higher Education for its review and recommendations. The State Board for Higher Education will make a report to the Governor and General Assembly relating to its institutional and segmental evaluations conducted during each year. The State Board for Higher Education recommendations will be forwarded concurrently back to the State Board for Community Colleges which will in turn forward these to the institutions. The local governing boards have the ultimate responsibility and authority to implement or reject any and all recommendations.

CONCLUSION

By the nature of its very existence, evaluation of public higher education must be conducted in an open and forthright atmosphere. The search for truth is a basic tenet of any honest, intellectual endeavor. In order to improve, institutions must be capable of self-analysis and self-criticism so that weaknesses can be eliminated and strengths improved.

Quality is an elusive term, yet society generally is aware of when it exists and when it does not. It is the intent of this evaluation system to further demonstrate that critical self-analysis of Maryland community colleges, conducted in a public manner, will further enhance the quality of community college education.

Figures 3 and 4 on the following pages show the evaluation process and the components that are included in the institutional analysis.

Figure 3

MARYLAND COMMUNITY COLLEGE EVALUATION SYSTEM

Process

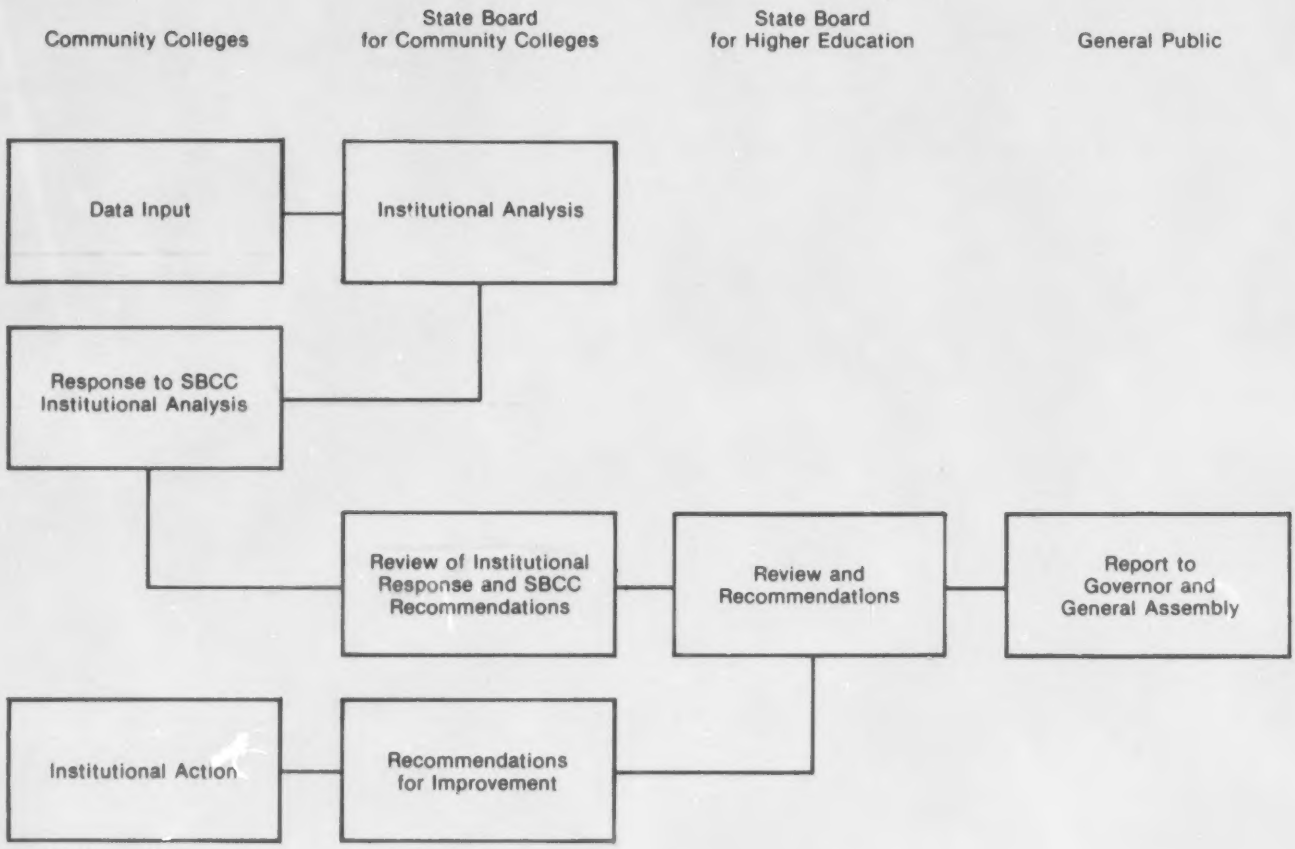
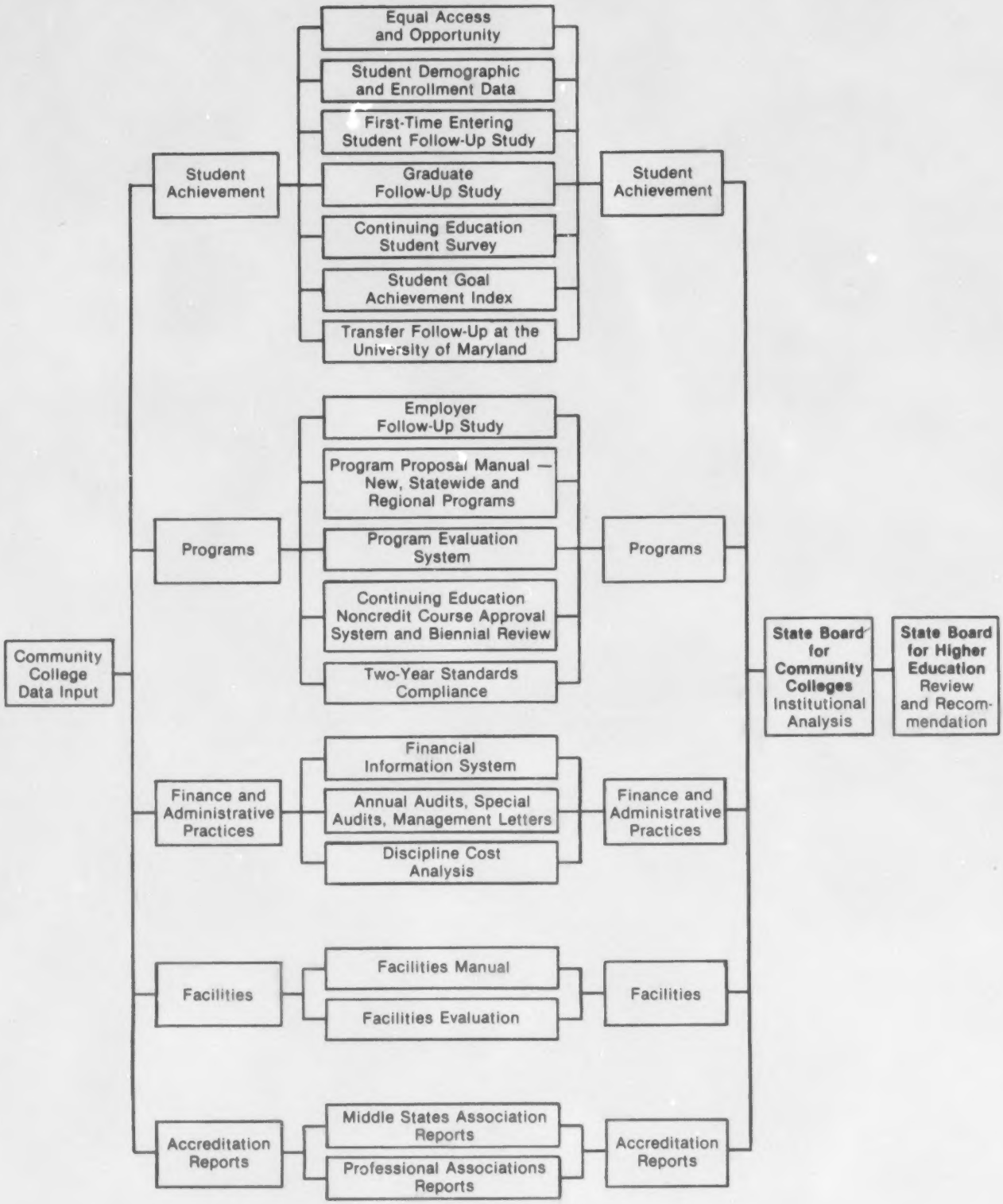


Figure 4

MARYLAND COMMUNITY
COLLEGE EVALUATION SYSTEM

Components



VII. IMPLEMENTATION

STRATEGIES

In the revision of the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1979-1984*, strengths and problems of the community college system were identified. Through discussions held at each campus, the strengths and problems were revised and are shown in Chapter IV. In the development of the State Plan for FY 1980-1985, strategies were drafted for supporting the strengths and addressing the problems. During discussions held at each college, hundreds of specific comments were recorded from faculty, students, administrators, and local board members. The draft strategies were changed to reflect the comments, and the revisions are shown in this chapter.

At the end of each stretegy is a code to show the agency responsible for implementing that strategy: "C" for college, "S" for State Board for Community Colleges, and "G" for Governor and General Assembly. The college strategies are intended to provide an array of possible actions. Each college is not expected to follow every strategy but to examine each strategy to see if it would be appropriate for implementation. Strategies that require funding must be viewed in the context of all college priorities. Some colleges are already implementing certain strategies, and further action may be unnecessary for those colleges.

STRENGTHS OF THE COMMUNITY COLLEGE SYSTEM

Strategies for Supporting Student Goal Achievement

A. Provide adequate academic advising to help students match their talents and goals with the resources of the college. Career planning activities are particularly recommended. Insure that part-time students have access to such services. (C)

B. Add standardized questions (available from the State Board for Community Colleges) about reasons for attendance as admissions forms are revised. (C)

C. Identify and assist students who have difficulty achieving their educational goals. Create systems for earlier contact with students who are having problems. (C)

D. Continue follow-up surveys to determine student goal achievement. Use exit interviews to explore reasons for students leaving the college. (C)

Strategies for Supporting Faculty Competence

A. Continue to provide funds for faculty development, including travel funds. Include part-time faculty in development programs. (C)

B. Increase publicity about regional faculty development conferences. (S)

C. Continue to write feature stories for local newspapers about excellent teachers. (C)

D. Encourage campus administrators to use informal contacts and letters to compliment faculty members about their classroom and professional accomplishments. (C)

E. Encourage the president and deans to manage the college with a style that is supportive of the faculty and which builds and maintains each person's sense of worth and importance. (C)

Strategies for Maintaining Local Support

A. Continue to operate speaker's bureaus to bring faculty and administrators in touch with community groups. (C)

B. Encourage community contact with the college through campus events and use of college facilities, such as the pool and library. (C)

C. Meet with elected county and State officials to discuss college issues and needs. (C, S)

D. Send basic information about course offerings to a wide range of persons, including nonreturning students. (C)

E. Prepare publications which describe the comprehensive benefits of community colleges. (C, S)

Strategies for Supporting Geographic Access

A. Continue course offerings at off-campus locations. (C)

B. Provide student support services at off-campus locations. (C)

C. Offer courses that use television, radio, and newspapers as a part of the instruction. (C)

Strategies for Supporting Quality Facilities

A. Continue State funding for the additional costs of making facilities available to handicapped students. (S)

B. Develop State guidelines for funding deferred maintenance and major renovations. (S)

C. Obtain State funding for the renovation of facilities that have become less effective with age. (S)

D. Provide more financial incentives for using community facilities instead of new construction. (S)

E. Assist colleges in getting federal energy conservation funds. (S)

Strategies for Supporting Diverse and Responsive Programs

A. Improve guidance to make students more aware of certificate programs available. (C)

B. Encourage colleges to develop certificate programs. (C, S)

C. Conduct systematic program evaluation (both transfer and career programs). (C, S)

D. Enact legislation for full State support of Statewide and regional programs. (S, G)

E. Continue to offer noncredit continuing education courses. (C)

F. Survey citizens, business, and industry to identify community needs. (C, S)

PROBLEMS OF THE COMMUNITY COLLEGE SYSTEM

Strategies for Addressing the Decline of General Education

A. Search for reasonable agreement at each campus about what general education is and about the most effective ways to provide it. (C)

B. Conduct faculty workshops about the integration of general education concepts into career courses. Examples of such concepts are critical thinking, problem solving, and value setting. (C)

C. Develop several interdisciplinary courses in general education that are required for successful completion of an associate degree. (C)

D. Conduct research to determine the writing competency of AA graduates; if the results do not represent the skills that the college expects of a graduate, take steps to correct the situation. (C)

Strategies for Addressing the Financial Squeeze

A. Share more data within the college about the financial squeeze, and solicit ideas from employees about how to reduce costs and increase income. (C)

B. Use volunteers to assist faculty and support staff. (C)

C. Establish a program to seek donations from business, industry, and alumni. (C, S)

D. Create more incentives for reducing costs. (C)

E. Find more precise measures of administration costs and conduct a cost analysis of administrative functions to find more ways to reduce overhead. (C)

F. Develop a plan for reducing the number of employees or reassigning responsibilities before such a plan might be needed. (C)

G. Request a $100 increase in the State aid rate for FY 1980 and an additional $100 increase for FY 1983. (S, G)

H. Analyze courses and programs in which enrollment is extremely low. (C)

I. Explore methods for State funding that are different from the current formula. (C, S)

Strategies for Addressing Increased Reporting and Regulation

A. Work with the State Board for Higher Education to develop a system for the collection of employee data using magnetic tape rather than paper forms. Colleges would receive the computer programs necessary to create the tape, and four manually prepared forms would be eliminated. No personal identifiers would be used on the data tape. (S)

B. Combine the State Board for Higher Education and the Division of Vocational-Technical Education student enrollment reports. (S)

C. Conduct the biennial follow-up study of first-time students on a sampling basis (using annual graduate follow-up data for program evaluation). (S)

D. Request that the State Board for Higher Education and the Division of Vocational-Technical Education seek a biennial period for some reports. (S)

E. Provide the computer programs to the colleges for preparing the discipline cost analysis report. (S)

Strategies for Maintaining the Low Cost Feature

A. Study the implications of changes in funding on student tuition. (S)

B. Support the continuation of federal student aid programs based on financial need. (C, S)

C. Support the strategies for the "financial squeeze" problem since any effort that improves the financial health of the college will help to stem increases in tuition. (C, S)

D. Reform the State scholarship program to include part-time students. (G)

COLLEGE PROFILES

Plans for Statewide implementation have been given in Chapter IV and are summarized as follows:

Student Enrollment	Table 1, Figure 1	Pages 29 and 30
State Aid	Table 3	Pages 36 and 37
Facilities	Table 9	Page 42

This section provides a brief overview of the present status and future growth of the individual community colleges in enrollment, programs, facilities, and finance. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced annually over the next five-year period. Program priorities have been established for Fall 1980 and Fall 1981.

Enrollment projections have been prepared for each institution. For financial planning purposes, enrollment data are summarized in terms of full-time equivalent students. The full-time enrollment projections assume a 2 percent enrollment growth after FY 1980. Distribution of full-time equivalent students after FY 1980 is only tentative; the approved Board procedure for distributing full-time equivalent enrollment students will be followed prior to each fiscal year. For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1985. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

The profile of each institution includes a projection of annual operating costs. Expenditures for each college are the product of Board enrollment projections times the cost per full-time equivalent student as estimated by the colleges.

Enrollment projections, the proposed introduction of new programs, facilities requirements, and estimates of operating and capital costs for each institution will be updated annually. These data will serve as the basis for requesting State operating and capital funds, as well as for the review of program proposals by the State Board for Community Colleges.

It should be noted that the estimated financial impact and estimated enrollments for projected community college programs are based upon preliminary college estimates and could vary substantially when actually implemented. Therefore, care should be exercised when using these estimates.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Training	5202-01	Dental Assisting
5005-01	Secretarial Science	5209-01	Nursing, Practical
5103-01	Electronic Data Processing Program	5306-01	Automotive Technology
5104-01	Electronic Data Processing Operator	5505-01	Law Enforcement Technology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5203-01	Dental Hygiene
4920-01	Biological & Physical Science Area	5205-01	Medical Laboratory Technology
		5207-01	Radiologic Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5216-01	Mental Health Technology
4960-01	Teacher Education Area	5305-01	Chemical Technology
4970-01	Business Administration Area	5306-01	Automotive Technology
5001-01	Business Technology	5311-01	Electromechanical Technology
5005-01	Secretarial Science	5403-01	Forest Technology *(Statewide)*
5008-01	Media Technology		
5101-01	Electronic Data Processing Technology	5506-01	Recreation Leadership

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact: Capital	Estimated Financial Impact: Operating	Estimated Enrollment
	Fall 1980			
5399	Coal Mining Technology	$170,500	$47,000	12-15
5215	Respiratory Therapist	2,500	30,000	12-15
5012	Home Economics	3,500	15,000	12-15
5214	Medical Office Assistant	1,200	13,500	15
5311	System Maintenance & Management Technician	2,500	15,000	15
5299	Emergency Medical Technology	2,500	15,000	15
	Fall 1981			
5399	Sanitary Technology	$ 3,500	$15,000	12-15
5399	Hydrology Technology	3,000	15,000	12-15
5599	Legal Assistant	1,500	13,500	12-15

Projected Programs - Not In Priority Order

HEGIS Code	*Title*
	Fall 1982
5399	Heavy Equipment Operator

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	957	960	963	966	969	972

Administration & Library Humanities Science Vocational-Technical Center College Center Continuing Education Physical Education & Pool Services	209,554 (existing)

Modifications for Handicapped

Total State Funds allocated FY 1961 to date $2,891,033

Projected Bond Requirements FY 1980-FY 1985. . . . $18,500

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	1,645	1,678	1,711	1,746	1,781	1,817
Cost/FTE	$1,880	$1,940	$2,000	$2,060	$2,120	$2,180
Expenditures	$ 3,092,600	$ 3,255,320	$ 3,422,000	$ 3,596,760	$ 3,775,720	$ 3,961,060

NOTE: Enrollment and expenditures are for Maryland students only.

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial Science	5303-01	Drafting
5012-01	Music	5310-01	Electronics
5101-01	Electronic Data Processing	5315-01	Mechanical Engineering Technology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5008-01	Multi-Media Technology
4920-01	Biological & Physical Science Area	5101-01	Electronic Data Processing
		5208-01	Nursing, Registered
4940-01	Engineering Area	5216-01	Human Services
4950-01	General Studies Area	5304-01	Architectural Technology
4960-01	Teacher Education Area	5309-01	Civil Engineering Technology
4970-01	Business Administration Area	5310-01	Electrical Engineering Technology
5002-01	Financial Accounting	5315-01	Mechanical Engineering Technology
5004-08	Retail Management	5406-01	Ocean Engineering Technology
5005-01	Executive Secretarial Science	5505-01	Law Enforcement

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact: Capital	Estimated Financial Impact: Operating	Estimated Enrollment
	Fall 1980			
5503	Childhood Development	-0-	$15,000	20
5599	Legal Studies	-0-	25,000	20
5402	Production Pottery	$25,000	40,000	30
5311	Applied Energy Technology	10,000	50,000	40
	Fall 1981			
5207	Radiologic Technology	$50,000	$25,000	20
5501	Government Services	10,000	30,000	40
5503	Interpreting for the Deaf	-0-	50,000	50
5311	Electromechanical Technology	75,000	30,000	40
5317	Construction Technology	50,000	50,000	50

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5012	Commercial Art	5213	Medical Records
5306	Automotive Technology	5007	Photography
	Fall 1984		
5299	Health Care Administration		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	2,557	2,599	2,641	2,683	2,725	2,767
Administration } Humanities } Science } Career Center } Library } Student Center } Physical Education & Pool }	199,769 (existing)						
Theater Arts		9,095					
Physical Education Addition		9,003					
Student Center Addition			14,585				
Classroom				16,000			

Library Alterations; Physical Plant Addition; Modifications for Handicapped

Total State Funds allocated FY 1961 to date $7,612,167

Projected Bond Requirements FY 1980-FY 1985. . . . $2,681,190

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	4,150	4,233	4,318	4,404	4,492	4,582
Cost/FTE	$2,173	$2,284	$2,358	$2,407	$2,455	$2,572
Expenditures	$ 9,017,950	$ 9,668,172	$10,181,844	$10,600,428	$11,027,860	$11,784,904

NOTE: Enrollment and expenditures are for Maryland students only.

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*
5003-01	Banking & Finance
5004-07	International Trade/ Harbor Management *(Regional)*
5005-01	Office Skills
5012-02	Fashion Design
5012-03	Interior Design
5012-04	Piano Technology
5202-01	Dental Assisting
5208-02	Nursing, Occupational Health
5210-01	Occupational Therapy Assistant
5211-01	Operating Room Technician
5299-01	Emergency Medical Service
5306-01	Automotive Technology
5309-01	Highway Design, Safety Engineer
5310-01	Electronics Technology
5317-02	Heating, Air Conditioning, & Refrigeration
5406-02	Oceanography
5408-01	Environmental Health Technology
5501-03	Government Service Aide
5503-02	Communication Aide
5505-01	Public Safety
5506-01	Recreation Aide
5599-01	Legal Assistant
5599-02	Gerontology

Present Programs - Associate Degree

HEGIS Code	*Title*
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5003-01	Banking & Finance
5004-01	Business
5004-07	International Trade/ Harbor Management *(Regional)*
5005-01	Secretarial & Office Sciences
5008-01	Radio & Television
5010-01	Hotel-Motel Administration
5010-02	Restaurant Administration
5012-02	Fashion Design
5012-03	Interior Design
5012-04	Piano Technology
5012-05	Commercial Art
5103-01	Data Processing & Computer Science
5203-01	Dental Hygiene *(Regional)*
5204-01	Dental Laboratory Technology
5205-01	Medical Laboratory Technology
5208-01	Nursing, Registered
5210-01	Occupational Therapy Assistant
5213-01	Medical Records Technology
5215-01	Respiratory Therapy Technology *(Regional)*
5216-01	Mental Health Technology
5219-01	Physical Therapy Assistant *(Regional)*
5299-01	Emergency Medical Service
5303-01	Drafting Technology
5306-01	Automotive Technology
5309-01	Highway Design, Safety Engineer
5310-01	Electronics Technology
5315-01	Mechanical Technology
5317-01	Construction Technology
5317-02	Heating, Air Conditioning & Refrigeration
5399-01	Plant Engineering Technology
5404-01	Dietetic Technology
5406-02	Oceanography
5408-01	Environmental Health Technology

Present Programs - Associate Degree *contd.*

5501-01	Urban Development Assistant	5506-01	Recreation Leadership
5501-03	Government Service Assistant	5506-03	Human Services Assistant
5503-01	Early Childhood Education	5507-01	Fire Protection Technology
5503-02	Special Education in Speech & Hearing	5599-01	Legal Assistant
		5599-02	Gerontology
5505-01	Public Safety		

Liberty Campus

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact* *Capital*	*Operating*	*Estimated Enrollment*
	Fall 1980			
5008	Communication Arts	$ 6,000	$22,000	20
5008	Media Technician	50,000	15,000	20
5215	Respiratory Technology	10,000	22,800	16
	Fall 1981			
5299	Pharmacy Technology	$ 2,000	$12,000	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5209	Nursing, Practical	5215	Cardio-Pulmonary Technology
		5099	Actuarial Science
		5012	Music Instrument Repair
		Fall 1984	
5299	Dental Auxiliary, General	5201	Allied Health Technician
5212	Optical Technology	5214	Physician's Assistant

Harbor Campus

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Estimated Financial Impact Operating	Estimated Enrollment
	Fall 1980			
5011	Traffic & Transportation Management	$ -0-	$37,000	25
5505	Criminalistics	5,000	3,600	10
5508	Urban Management	-0-	20,000	30
5399	Marine Propulsion Technology	40,000	27,000	25
5599	Trade Union Administration	-0-	37,000	25
	Fall 1981			
5307	Diesel Technology	$40,000	$27,000	25
5406	Ship & Boat Operation	15,000	37,000	25
5010	Housing Management	-0-	27,000	25
5218	Nursing & Sheltered Home Administration	-0-	5,400	25
5218	Hospital Management	-0-	8,000	10

Projected Programs - Not In Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1982		*Fall 1983*
5317	Energy Research Development Technology	5301	Fluidics Technology
		5309	Model Design Technology
5008	Media Technician		
5099	Tourism Technology		
	Fall 1984		
5305	Chemical Technology	5313	Textile Technology

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PHYSICAL FACILITIES

Liberty Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	2,547	2,573	2,599	2,625	2,651	2,677

Administration-Classrooms-Student Center Science & Allied Health Library Physical Education	208,340 (existing)

Parking Lot; Modifications for Handicapped; Roof Replacement; HVAC Replacement

Total State Funds allocated FY 1961 to date $3,082,256

Projected Bond Requirements FY 1980-FY 1985. . . . $221,000

Harbor Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	1,274	1,287	1,300	1,313	1,326	1,339

Administration-Humanities-Library-Science-Assembly-Student Service Center Careers Center	114,171 (existing)

Total State Funds allocated FY 1961 to date $7,245,171

Projected Bond Requirements FY 1980-FY 1985. . . . -0-

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BALTIMORE (CITY)

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	5,788	5,904	6,022	6,142	6,265	6,390
Cost/FTE	$1,716	$1,850	$1,925	$2,000	$2,100	$2,250
Expenditures	$ 9,932,208	$10,922,400	$11,592,350	$12,284,000	$13,156,500	$14,377,500

NOTE: Enrollment and expenditures are for Maryland students only.

BALTIMORE COUNTY COMMUNITY COLLEGES

PROGRAMS

Catonsville Community College

Present Programs - Certificate

HEGIS Code	*Title*
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5005-01	Secretarial-Typist-Clerk Typist
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5299-03	Mortuary Science *(Regional)*
5299-06	Occupational Safety & Health Technology
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5306-01	Automotive Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Building Standards Technology
5505-01	Criminal Justice
5506-01	Grounds & Park Management

Present Programs - Associate Degree

HEGIS Code	*Title*
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-01	Air Transportation Management *(Regional)*
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5208-01	Nursing, Registered
5216-01	Mental Health Associate
5299-03	Mortuary Science *(Regional)*
5299-06	Occupational Safety & Health Technology
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Building Standards Technology
5505-01	Criminal Justice
5506-01	Recreation & Parks Leadership
5507-01	Fire Protection Technology

Catonsville *contd.*

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact* *Capital*	*Operating*	*Estimated Enrollment*
	Fall 1980			
5317	Construction Apprentice	-0-	$36,000	30
5099	Organizational Management	-0-	36,000	30
5011	Air Cargo Transportation	-0-	36,000	20
	Fall 1981			
5315	Machine & Machine Tooling	$250,000	$36,000	25
5306	Automotive Technician	-0-	36,000	20
5307	Diesel Technician	-0-	36,000	20
5214	Nursing Health Aide Technology	-0-	36,000	25

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5310	Radio & Television Repair	5317	Insulation Technician
5508	Government Administration Associate		
5302	Avionics Technology		
5306	Small Engine Repair		
5315	Machine Design		

Dundalk Community College

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Present Programs - Certificate		
5004-06	Real Estate	5503-02	Special Education Instructional Aide
5005-01	Secretarial Science	5503-03	Child Development & Early Child Care
5311-02	Power Engineering Technology *(Regional)*	5599-03	Paraprofessional Counseling
5312-03	Industrial Technology	5599-04	Labor Studies *(Regional)*
5402-02	Retail Floristry *(Regional)*		

Dundalk *contd.*

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5311-02	Power Engineering Technology *(Regional)*
4950-01	General Studies Area	5312-03	Industrial Technology
4960-01	Teacher Education Area	5503-02	Special Education Instructional Aide
4970-01	Business Administration Area	5503-03	Child Development & Early Child Care
5001-01	Business & Industrial Management	5505-01	Criminal Justice
5002-01	Accounting	5599-01	Legal Assistant
5004-06	Real Estate	5599-03	Paraprofessional Counseling
5005-01	Secretarial Science	5599-04	Labor Studies *(Regional)*
5007-01	Photography		
5008-01	Media Technology		
5101-01	Data Processing		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact* *Capital*	*Operating*	*Estimated Enrollment*
	Fall 1980			
5001	Postal Service Management	-0-	$46,000	20
5308	Welding	$80,000	48,000	20
5317	Air Conditioning, Heating & Refrigeration	30,000	46,000	20
	Fall 1981			
5317	Solar Energy Technology	$20,000	$23,000	10

Projected Programs - Not In Priority Order

HEGIS Code	*Title*
	Fall 1982
5315	Hydraulics-Pneumatics
5004	Benefits & Insurance

Essex Community College

HEGIS Code	*Title*	*HEGIS Code*	*Title*

Present Programs - Certificate

5001-01	Small Business Management	5202-01	Dental Assisting
5002-01	Accounting	5216-02	Drug Abuse Counselor
5003-01	Banking	5218-01	Health Services Management
5004-02	Statistical Clerk	5299-05	Podiatric Assistant
5005-01	Secretarial Science	5303-01	Drafting Technology
5010-02	Restaurant-Club Management	5503-01	Early Childhood Development, Preschool
5099-02	Travel Agent Assistant		
5103-01	Data Processing	5505-01	Criminal Justice

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5105-01	Computer Technology
4920-01	Biological & Physical Science Area	5202-01	Dental Assisting
		5205-01	Medical Laboratory Technology
4930-01	Humanities & Social Science Area	5206-01	Animal Science, Veterinary Assistant
4940-01	Engineering Area	5207-01	Radiologic Technology
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5216-01	Mental Health Associate
4970-01	Business Administration Area	5218-01	health Services Management
5001-01	Business Management	5299-02	Nuclear Medicine Technology
5002-01	Accounting	5299-04	Health Planning Assistant
5003-01	Banking	5299-05	Podiatric Assistant
5004-01	Industrial Management	5299-08	Physician's Assistant
5004-02	Statistical Associate	5301-01	Engineering Technology
5004-08	Marketing Management	5399-06	Packaging Technology
5004-09	Personnel Management	5501-01	Urban Development Assistant
5005-01	Secretarial Science	5503-01	Early Childhood Development
5010-02	Restaurant-Club Management	5505-01	Criminal Justice
5099-01	Court & Conference Reporting	5508-01	Public Administration Assistant
5103-01	Data Processing		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5217	Electroencephalography Technician	-0-	$20,000	10
5012	Marketing & Management in the Arts	-0-	35,000	50
5404	Dietetic Assistant	-0-	25,000	20
5599	Research Associate	-0-	10,000	15

Essex *contd.*

Projected Programs - In Priority Order *contd.*

5207	Radiation Therapy Technician	-0-	$20,000	10
5213	Medical Records Technician	-0-	25,000	30
5404	Food Service Technologist	-0-	25,000	25
5215	Pulmonary Function Technician	-0-	15,000	12
5099	Travel and Tourism	-0-	20,000	50
	Fall 1981			
5310	Electronics Technician	-0-	$25,000	20
5505	Forensic Science Technician	-0-	20,000	25
5212	Orthoptist	-0-	20,000	15
5205	Histologic Technician	-0-	20,000	15
5317	Solar Engineering Assistant	-0-	30,000	15
5004	Fashion Merchandising	-0-	15,000	15
5299	Pharmacy Technician	-0-	25,000	25
5408	Animal Control Enforcement Aide	-0-	20,000	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5219	Physical Therapy Assistant	5503	Speech Pathology Assistant
5299	Chiropractic Assistant	5309	Engineering Model Building
5317	Energy Assessment Technician	5004	Associate in International Trade
5399	Technical Writing Assistant		
5012	Family, Home & Consumer Studies Specialist		
5501	Cultural Resources Aide		
	Fall 1984		
5007	Medical Photography	5505	Juvenile Services Technician
5505	Probation & Parole Technician		

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PHYSICAL FACILITIES

Catonsville Community College

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	3,336	3,399	3,461	3,524	3,586	3,649
Administration-Faculty Humanities-Classroom Technical Arts; Classrooms Electronics Laboratory Science; Computer Center Student Service; Library Student Union; Tudor House Physical Education & Pool Central Service	307,020 (existing)						
Modifications for Handicapped							

Total State Funds allocated FY 1961 to date $8,969,130

Projected Bond Requirements FY 1980-FY 1985. . . . $116,908

Dundalk Community College

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	600	610	620	630	640	650
Administration-Humanities Classrooms Learning Resources Center Physical Education	84,569 (existing)						
Humanities-Classroom		29,884					
Athletic Fields							

Total State Funds allocated FY 1961 to date $4,377,184

Projected Bond Requirements FY 1980-FY 1985. . . . $200,000

Essex Community College

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	3,524	3,590	3,656	3,722	3,788	3,854

Administration-Instructional
Humanities & Arts Science-
Allied Health
Social Science-
Counseling Center
Library
Student Service Center
Physical Education & Pool
Maintenance & Operations
293,107 (existing)

Planetarium & Laboratory 1,656
Career Educational Center 32,500

Administration Annex 12,433

Library Addition 22,636

Site Development-Parking; Modifications for Handicapped; Library Alterations

Total State Funds allocated FY 1961 to date $9,981,460

Projected Bond Requirements FY 1980-FY 1985. . . . $3,526,592

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	13,275	13,541	13,811	14,088	14,370	14,657
Cost/FTE	$2,126	$2,139	$2,152	$2,198	$2,243	$2,304
Expenditures	$28,222,650	$28,964,199	$29,721,272	$30,965,424	$32,231,910	$33,769,728

NOTE: Enrollment and expenditures are for Maryland students only.

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Clerk Typist	5317-01	Construction Trades Technology
5007-01	Professional Photography *(Regional)*	5505-01	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5007-01	Professional Photography *(Regional)*
4950-01	General Studies Area		
4960-01	Teacher Education Area	5317-01	Construction Trades Technology
4970-01	Business Administration Area	5505-01	Law Enforcement & Corrections Technology
5001-01	Business Management		
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Estimated Financial Impact Operating	Estimated Enrollment
	Fall 1980			
5101	Data Processing Technology	$20,000	$20,000	30
5209	Nursing, Practical	40,000	25,000	25
5503	Child Care	10,000	10,000	15
5506	Recreation Technology	15,000	10,000	10
5306	Automotive Technology	15,000	10,000	10
5399	Sanitary Technology	5,000	5,000	10
	Fall 1981			
5208	Nursing, Registered	$50,000	$50,000	25
5303	Drafting	2,500	5,000	10
5213	Medical Records Technology	-	2,500	10

Projected Programs - Not In Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1982		*Fall 1983*
5011	Transportation Management	5099	Court Reporting
5307	Diesel Mechanics	5310	Electronics Technology
5507	Fire Protection Technology	5311	Small Appliance Repairs

PROJECTED PROGRAMS - NOT IN PRIORITY ORDER *contd.*

Fall 1984

5599 Legal Assistant

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	264	269	274	279	284	289
Administration-Classroom}	25,545 (existing)						
Physical Education		13,385					
Classroom, Laboratory, Offices, General Purpose					20,000		
Modifications for Handicapped							

Total State Funds allocated FY 1961 to date $1,673,583

Projected Bond Requirements FY 1980-FY 1985. . . . $1,425,000

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FINANCE

Projected Full-time Equivalent Enrollment
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	767	782	798	814	830	847
Cost/FTE	$2,120	$2,259	$2,485	$2,733	$3,006	$3,200
Expenditures	$ 1,626,040	$ 1,766,538	$ 1,988,030	$ 2,224,662	$ 2,494,980	$ 2,710,400

NOTE: Enrollment and expenditures are for Maryland students only.

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Present Programs - Certificate		
5004-06	Real Estate	5399-04	Solid Waste Technology
5005-01	Secretarial Science	5399-05	Pollution Abatement Technology
5104-01	Computer Operator	5402-01	Horticulture
5209-01	Nursing, Practical	5504-01	Library Technology Assistant
5303-01	Drafting	5506-01	Recreation Leadership
5309-02	Surveying	5507-01	Fire Science Technology
	Present Programs - Associate Degree		
4940-01	Engineering Area	5301-01	Engineering Technology
4950-01	General Studies Area	5310-01	Electronics Technology
5004-01	Management Development	5399-05	Pollution Abatement Technology
5004-06	Real Estate	5406-02	Estuarine Resource Technology
5005-01	Secretarial Science	5505-01	Law Enforcement
5103-01	Computer Programming	5507-01	Fire Science Technology
5208-01	Nursing, Registered		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5406	Maritime Technology	-0-	$22,000	300
5002	Accounting & Finance	-0-	2,100	20
5402	Horticulture	-0-	6,000	15
	Fall 1981			
5508	Public Administration	-0-	$ 2,100	20

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	930	987	1,043	1,100	1,156	1,213

Administration-Humanities-Science Learning Resources Center Technology Student Service Center Physical Education & Pool	107,041 (existing)	
Assembly & Laboratory		24,816

Campus Access Road; Parking Lot; Modifications for Handicapped

Total State Funds allocated FY 1961 to date $4,133,872

Projected Bond Requirements FY 1980-FY 1985. . . . $1,214,109

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	2,322	2,368	2,416	2,464	2,513	2,563
Cost/FTE	$1,803	$1,821	$1,832	$1,843	$1,854	$1,865
Expenditures	$ 4,186,566	$ 4,312,128	$ 4,426,112	$ 4,541,152	$ 4,659,102	$ 4,779,995

NOTE: Enrollment and expenditures are for Maryland students only.

CHESAPEAKE COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5402-01	Agricultural Business
5005-02	Secretarial Science	5406-03	Bay Resources Marine Technology
5012-03	Home Furnishing Aide	5406-04	Marine Maintenance Technology
5310-01	Electronics Technology	5503-01	Early Childhood Development
5317-01	Drafting	5505-01	Law Enforcement
5317-02	Air Conditioning/Heating/ Refrigeration Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5310-01	Electronics Technology
4950-01	General Studies Area	5317-01	Architectural-Building Construction Technology
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5406-02	Fisheries Science
5001-01	Business Management Technology	5406-04	Marine Management
5004-06	Real Estate	5505-01	Law Enforcement
5005-01	Secretarial Science	5506-01	Recreation Technician
5205-01	Medical Laboratory Technology		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact: Capital	Estimated Financial Impact: Operating	Estimated Enrollment
	Fall 1980			
5308	Welding Technologies	-0-	$ 25,000	25
5208	Nursing, Registered	-0-	240,000	25
5101	Data Processing Technologies	-0-	20,000	25
	Fall 1981			
5306	Automotive Technologies	-0-	$35,000	20

Projected Programs - Not In Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1982		*Fall 1983*
5507	Fire Control Technology	5213	Medical Records Technology

Projected Programs - Not In Priority Order *contd.*

Fall 1984

5009 Printing & Lithography Technologies

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	473	480	487	494	501	508

Administration & Library }
Sciences; Humanities } 94,255
Technical Center } (existing)
Student Service Center }
Physical Education & Pool}

Modifications for Handicapped

Total State Funds allocated FY 1961 to date $4,774,709*

Projected Bond Requirements FY 1980-FY 1985. . . . $75,000

* Does not include two loans to the counties.

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	841	858	875	892	910	928
Cost/FTE	$2,657	$2,490	$2,451	$2,423	$2,442	$2,510
Expenditures	$ 2,234,537	$ 2,136,420	$ 2,144,625	$ 2,161,316	$ 2,222,220	$ 2,329,280

NOTE: Enrollment and expenditures are for Maryland students only.

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5003-02	Property & Casualty Insurance	5205-01	Biomedical Laboratory Technology
5003-03	Life Insurance	5302-01	Aviation Maintenance Technology
5005-01	Secretarial Science	5310-01	Electronics Technology
5101-01	Data Processing	5312-04	Electrical Power Technology
5202-01	Dental Assistant	5506-02	Park Operation & Management

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5208-01	Nursing Education
4950-01	General Studies Area	5302-01	Aviation Maintenance Technology
4960-01	Teacher Education Area	5310-01	Electronics Technology
4970-01	Business Administration Area	5312-04	Electrical Power Technology
5001-01	Business Management	5505-01	Administration of Criminal Justice
5002-01	Business Accounting		
5005-01	Secretarial Science	5506-02	Park Operation & Management
5101-01	Data Processing		
5205-01	Biomedical Laboratory Technology		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact: Capital	Estimated Financial Impact: Operating	Estimated Enrollment
	Fall 1980			
5302	Avionics	$25,000	-0-	25
5003	Banking/Financial Management	-0-	-0-	25
5402	Agribusiness	-0-	-0-	25
	Fall 1981			
5506	Human Services	-0-	$55,000	25

Projected Programs - Not In Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1982		*Fall 1983*
5303	Survey & Drafting	5004	General Merchandising
5301	Mechanical Technology	5012	Graphic Communications

Projected Programs - Not In Priority Order *contd.*

Fall 1982 contd.

5306 Auto & Truck Technology
5317 Construction Technology

Fall 1984

5506 Park Management, Wildlife

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	597	606	615	624	632	640
Administration & Library Classroom & Student Service Science Laboratory Physical Education Lecture Hall	79,712 (existing)						
Assembly		9,380					

Modifications for Handicapped; Energy Conservation Modifications

Total State Funds allocated FY 1961 to date $2,347,916

Projected Bond Requirements FY 1980-FY 1985. . . . $729,066

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	1,186	1,210	1,234	1,259	1,284	1,310
Cost/FTE	$1,993	$2,040	$2,145	$2,252	$2,365	$2,483
Expenditures	$ 2,263,698	$ 2,468,400	$ 2,646,930	$ 2,835,268	$ 3,036,660	$ 3,252,730

NOTE: Enrollment and expenditures are for Maryland students only.

GARRETT COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Title*	*HEGIS Code*	*Title*

Present Programs - Certificate

5001-01	Business Management Technology	5399-03	Coal Mining Technology
5005-01	Business Secretarial	5401-01	Environmental & Renewable Resources
5206-01	Veterinary Science Technology		
5312-02	Maintenance Technology	5403-02	Wildlife Management *(Statewide)*

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5206-01	Veterinary Science Technology
4930-01	Humanities & Social Science Area	5312-01	Maintenance Technology
		5399-03	Coal Mining Technology
4950-01	General Studies Area	5401-01	Environmental & Renewable Resources
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5403-02	Wildlife Management *(Statewide)*
5004-01	Business Occupational		
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact* *Capital*	*Operating*	*Estimated Enrollment*
	Fall 1980			
5208	Nursing, Registered	-0-	$60,000	20
5506	Tourism	(Study incomplete)		
5504	Library Assistant	-0-	10,000	15
	Fall 1981			
5317	Energy Conservation Technology	(Study incomplete)		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	202	204	206	208	209	210
Administration-Assembly Classroom-Laboratory-Library Technical Center Coal Mining Technology Center* Physical Education	62,579 (existing)						
Glaze Connecting Corridor							

* Constructed with ARDA funds.

Total State Funds allocated FY 1961 to date $915,701

Projected Bond Requirements FY 1980-FY 1985. . . . $24,000

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	553	564	575	587	599	611
Cost/FTE	$2,825	$2,800	$2,800	$2,850	$2,850	$2,900
Expenditures	$ 1,562,225	$ 1,579,200	$ 1,610,000	$ 1,672,950	$ 1,707,150	$ 1,771,900

NOTE: Enrollment and expenditures are for Maryland students only.

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Present Programs - Certificate		
5005-01	Secretarial Administration & Clerk-Typist	5505-01	Police Services
5299-01	Emergency Medical Service	5505-02	Correctional Services
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5005-01	Executive Secretarial
4920-01	Biological & Physical Science Area	5101-01	Data Processing
		5207-01	Radiologic Technology
4930-01	Humanities & Social Science Area	5208-01	Nursing, Registered
		5216-01	Human Services Technology
4940-01	Engineering Area	5311-01	Electrical Engineering Technology
4950-01	General Studies Area	5315-01	Mechanical Engineering Technology
4960-01	Teacher Education Area	5404-01	Hospitality
4970-01	Business Administration Area	5503-01	Early Childhood Instructional Aide
5002-01	Accounting & Business		
5004-01	Management	5505-01	Police Services
5004-08	General Merchandising	5505-02	Correctional Services

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	992	1,003	1,013	1,024	1,034	1,045
Administration; Science Classroom; Career Center Early Childhood Educational Center Student Center; Library Vocational-Technical Center Physical Education Assembly	117,005 (existing)						
Vehicle Maintenance		775					
Administration Addition					1,850		
Modifications for Handicapped; Energy Conservation Modifications							

Total State Funds allocated FY 1961 to date $2,357,763

Projected Bond Requirements FY 1980-FY 1985. . . . $226,508

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	1,574	1,605	1,638	1,670	1,704	1,738
Cost/FTE	$2,081	$2,192	$2,276	$2,367	$2,498	$2,597
Expenditures	$ 3,275,494	$ 3,518,160	$ 3,728,088	$ 3,952,890	$ 4,256,592	$ 4,513,586

NOTE: Enrollment and expenditures are for Maryland students only.

HARFORD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5002-01	Accounting	5209-01	Nursing, Practical
5003-03	Insurance	5301-01	Engineering Technology
5004-06	Real Estate	5303-01	Drafting-Surveying
5004-08	Retail Management	5306-01	Automotive Engineering Technology
5005-01	Office Education		
5007-01	Photography	5310-01	Electronic Technology
5008-01	Broadcasting	5505-01	Criminal Justice
5012-03	Interior Design	5505-03	Law Enforcement
5103-01	Business Computer Program		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5008-01	Mass Communication
4940-01	Engineering Area	5012-03	Interior Design
4950-01	General Studies Area	5101-01	Data Processing
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5301-01	Engineering Technology
5002-01	Accounting	5306-01	Auto Engineering Technology
5003-03	Insurance	5310-01	Electronics Technology
5004-08	Retail Management	5407-01	Science Laboratory Technology
5005-01	Office Education	5505-01	Criminal Justice

Projected Programs - In Priority Order

HEGIS		*Estimated Financial Impact*		*Estimated*
		Capital	*Operating*	*Enrollment*
	Fall 1980			
5001	Business Management, Small Business, Banking & Finance	-0-	$17,000	40
5217	Electrodiagnostic Technology	-0-	6,800	20
	Fall 1981			
5299	Pharmacy Technology	-0-	$ 8,000	15
5317	Site/Supervision Construction Management	$5,000	10,200	20
5504	Archival Technology	-0-	10,200	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5312	Manufacturing Technology	5013	Medical Records
	Fall 1984		
5310	Business Equipment Technology		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	1,283	1,304	1,325	1,346	1,368	1,389
Administration; Fine Arts Science; Academic Learning Resources Center Vocational-Technical Student Center Community Services Physical Education & Pool Student Personnel	149,424 (existing)						
Conversion of old Library		5,439					
Conversion of Vocational Building		7,013					

Total State Funds allocated FY 1961 to date $4,511,235

Projected Bond Requirements FY 1980-FY 1985. . . . $590,156

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	2,632	2,685	2,738	2,793	2,849	2,906
Cost/FTE	$2,190	$2,261	$2,363	$2,465	$2,567	$2,670
Expenditures	$ 5,764,080	$ 6,070,785	$ 6,469,894	$ 6,884,745	$ 7,313,383	$ 7,759,020

NOTE: Enrollment and expenditures are for Maryland students only

HOWARD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Title*	*HEGIS Code*	*Title*

Present Programs - Certificate

5004-03	Housing Management	5317-03	Carpentry
5004-08	Retailing	5317-05	Advanced Carpentry
5005-01	Stenographic Clerical	5399-02	Biomedical Engineering Technology
5101-01	Data Processing	5402-01	Plant Science

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Data Processing
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5212-01	Vision Care Technology *(Regional)*
4970-01	Business Administration Area	5310-01	Electronics Technology
5002-01	Accounting	5399-02	Biomedical Engineering Technology
5004-01	Business Management		
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5599	Interpreter Education	-0-	$20,000	20
5505	Criminal Justice	-0-	30,000	15
5503	Early Childhood Education	-0-	25,000	15
5004	Real Estate	-0-	22,000	15
	Fall 1981			
5004	Small Business Management	-0-	$15,000	15
5299	Medical Technology	$5,000	25,000	15
5505	Security Management	-0-	12,000	15

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5306	Automotive Technology	5307	Diesel Technology
5303	Industrial Drafting	5299	Pharmacy Technology

Projected Programs - Not In Priority Order *contd.*

Fall 1983 contd.

5299	Sonography
5007	Medical Photography

Fall 1984

5202	Dental Assisting	5310	Television & Sound Maintenance
5312	Building Maintenance	5206	Small Animal Assistant

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	861	875	888	901	915	928
Administration-Assembly Learning Resources Center- Classroom-Laboratories Nursing Education Communication Arts Physical Education & Pool	119,086 (existing)						

Total State Funds allocated FY 1961 to date $4,461,505

Projected Bond Requirements FY 1980-FY 1985. . . . - 0 -

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	1,697	1,731	1,766	1,801	1,837	1,874
Cost/FTE	$2,297	$2,518	$2,658	$2,810	$3,075	$3,325
Expenditures	$ 3,898,009	$ 4,358,658	$ 4,694,028	$ 5,060,810	$ 5,648,775	$ 6,231,050

NOTE: Enrollment and expenditures are for Maryland students only.

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

HEGIS Code	*Title*	*HEGIS Code*	*Title*

Present Programs - Certificate

5005-01	Secretarial	5503-01	Instructional Aide
5010-02	Food Management	5503-03	Child Care Aide
5104-01	Computer Operator	5505-02	Corrections
5306-01	Automotive Technology	5507-01	Fire Science

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5010-02	Food & Beverage Management
4920-01	Biological & Physical Science Area	5012-05	Advertising Art
		5103-01	Computer Science & Technology
4930-01	Humanities & Social Science Area	5105-01	Computer Technician
		5301-01	General Engineering
4940-01	Engineering Area	5304-01	Architecture & Construction
4950-01	General Studies Area	5306-01	Automotive Technology
4960-01	Teacher Education Area	5309-01	Civil Engineering Technology
4970-01	Business Administration Area	5310-01	Electronics Technology
5002-01	Accounting	5315-01	Mechanical Engineering Technology
5004-01	Management	5505-01	Criminal Justice
5005-01	Secretarial	5506-01	Recreation Leadership
5007-01	Photography	5507-01	Fire Science
5008-01	Radio & Television Broadcasting	5508-02	Geography, Cartography, & Community Planning
5009-01	Printing Technology		
5010-01	Hotel-Motel Management		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5503	Child Care	-0-	$5,500	25
	Fall 1981			
5599	Gerontology	-0-	$ 6,000	25
5506	Human Services for Handicapped Citizens	-0-	17,000	50
5503	Speech Pathology	-0-	10,000	25

Projected Programs - Not In Priority Order

HEGIS Code	*Title*
	Fall 1982
5501	Cultural Resources Technology
5012	Piano Technician

Takoma Park Campus

HEGIS Code	*Title*	*HEGIS Code*	*Title*

Present Programs - Certificate

5005-01	Secretarial	5214-01	Medical Assistant
5202-01	Dental Assisting		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5005-01	Secretarial
4920-01	Biological & Physical Science Area	5103-01	Computer Science & Technology
		5202-01	Dental Assisting
4930-01	Humanities & Social Science Area	5204-01	Dental Laboratory Technology
		5205-01	Medical Laboratory Technician
4940-01	Engineering Area	5207-01	Radiologic Technology
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5214-01	Medical Assistant
4970-01	Business Administration Area	5216-01	Mental Health Associate

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5002	Accounting	-0-	$5,000	25
5003	Child Care	-0-	3,000	20
	Fall 1981			
5203	Dental Hygiene	$244,720	$93,850	21
5599	Legal Assistant	-0-	5,200	20
5209	Nursing, Practical	-0-	50,000	30

Projected Programs - Not In Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1982		*Fall 1983*
5311	Appliance Repair	5205	Biomedical Equipment Technician
5212	Optometric Assistant	5213	Medical Records Technician
5218	Hospital Unit Manager	5211	Operating Room Technician

Germantown Campus

HEGIS Code	Title	HEGIS Code	Title

Present Programs - Certificate

5005-01	Secretarial

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	4960-01	Teacher Education Area
4920-01	Biological & Physical Science Area	4970-01	Business Administration Area
		5002-01	Accounting
4930-01	Humanities & Social Science Area	5004-01	Management
		5005-01	Secretarial
4950-01	General Studies Area	5311-01	Electromechanical Technology

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1980			
5103	Computer Technician	$25,000	$5,000	30
	Fall 1981			
5506	Recreation Leadership	-0-	$3,000	15

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PHYSICAL FACILITIES

Rockville Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	4,900	4,900	4,900	4,900	4,900	4,900

Administration; Humanities Science Center; Technical Learning Resources Center Student Center; Assembly Physical Education & Pool	410,825 (existing)						
Modifications for Handicapped							

Total State Funds allocated FY 1961 to date $8,642,508

Projected Bond Requirements FY 1980-FY 1985. . . . $145,000

Takoma Park Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	1,700	1,700	1,700	1,700	1,700	1,700

Administration Classroom-Laboratory Learning Resources Center Student Service Center Physical Education & Pool	147,701 (existing)						
Student Service Center Addition		5,137					
Speech & Music Laboratory*		13,753					

* No State funds.

Total State Funds allocated FY 1961 to date . . . $5,250,000

Projected Bond Requirements FY 1980-FY 1985. . . - 0 -

Germantown Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	688	779	871	963	1,055	1,147
Classroom; Laboratory; Office Study; Physical Education Audiovisual-Television- Learning Resources Student Service; Support Health Humanities-Social Science Science & Technology	91,265 (existing)						
Physical Education		28,845					
Physical Education Addition			11,474				

Total State Funds allocated FY 1961 to date $5,095,906

Projected Bond Requirements FY 1980-FY 1985. . . . $288,870

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	9,200	9,384	9,572	9,763	9,958	10,157
Cost/FTE	$2,903	$3,087	$3,285	$3,483	$3,677	$3,871
Expenditures	$26,707,600	$28,968,408	$31,444,020	$34,004,529	$36,615,566	$39,317,747

NOTE: Enrollment and expenditures are for Maryland students only.

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Title*	*HEGIS Code*	*Title*

Present Programs - Certificate

5004-06	Real Estate	5209-01	Nursing, Practical
5005-01	Secretarial & Clerk-Typist	5317-01	Residential Construction
5103-01	Computer Programming	5503-03	Day Care
5104-01	Computer Operations		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5208-01	Nursing, Registered
4930-01	Humanities & Social Science Area	5213-01	Medical Records Technology
		5215-01	Respiratory Therapist
4940-01	Engineering Area	5216-01	Human Services-Mental Health
4950-01	General Studies Area	5299-02	Nuclear Medicine Technology
4960-01	Teacher Education Area	5301-01	Mechanical Engineering Technology
4970-01	Business Administration Area	5303-01	Drafting Technology
5001-01	Business Management Administrative Assistant	5306-01	Automotive Technology
		5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronic Engineering Technology
5004-06	Real Estate	5311-01	Electrical Engineering Technology
5004-08	Marketing Management	5312-01	Industrial Engineering Technology
5005-01	Secretarial Science	5503-03	Child Care Assistant
5101-01	Computer/Data Processing	5505-01	Law Enforcement
5202-01	Dental Assistant	5506-01	Recreation Leadership & Parks
5205-01	Medical Laboratory Technology	5507-01	Fire Science Technology
5207-01	Radiologic (X-Ray) Technology		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1981			
5508	Public Administration	$ 24,000	-0-	30-200
5317	Energy Development Technology	250,000	$45,000	40-360
5012	Fashion Design	64,000	32,000	40-500
5012	Advertising Art Technology	46,000	32,000	40-300

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5003	Banking & Financial Management	5508	Personnel Assistant
5599	Para-Legal Aide	5011	Transportation Technology
5010	Hotel-Motel Management	5004	Insurance Manager
		Fall 1984	
5012	Music Equipment Repair	5099	Court Reporting

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PHYSICAL FACILITIES

Largo Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	5,316	5,397	5,478	5,559	5,639	5,420
Administration & Library Humanities & Science Technology Student Service Center Fine Arts & Classroom Assembly Physical Education Maintenance & Operations	303,357 (existing)						
Learning Resource Center		5,359					
Science Addition				15,084			
Physical Education Addition				22,575			
Modifications for Handicapped							

Total State Funds allocated FY 1961 to date $8,993,483

Projected Bond Requirements FY 1980-FY 1985. . . . $4,405,250

Clinton Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1979	1980	1981	1982	1983	1984	1985
PROJECTED FTDE	-	-	-	-	-	-	300

Site Development

Learning Resource Center,
Classroom, & Administration
Facility 80,000

Total State Funds allocated FY 1961 to date $685,000

Projected Bond Requirements FY 1980-FY 1985. . . . $3,136,000

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	9,151	9,334	9,521	9,711	9,905	10,103
Cost/FTE	$1,776	$1,864	$1,957	$2,055	$2,158	$2,261
Expenditures	$16,252,176	$17,398,576	$18,632,597	$19,956,105	$21,374,990	$22,842,883

NOTE: Enrollment and expenditures are for Maryland students only.

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5005-01	Secretarial Science	5209-01	Nursing, Practical
5010-01	Hotel-Motel Management *(Regional)*	5306-01	Automotive Technology
		5317-03	Building Trades, Carpentry

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5010-01	Hotel-Motel Management *(Regional)*
5001-01	Business Management		
5002-01	Accounting	5208-01	Nursing, Registered
5004-08	Retail Management	5306-01	Automotive Technology
5004-10	Wholesale Distribution	5505-01	Law Enforcement
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact* *Capital*	*Operating*	*Estimated Enrollment*
	Fall 1980			
5101	Data Processing	$7,000	$30,000	25
5207	Radiologic Technology	-0-	20,000	15
5004	Real Estate & Insurance	-0-	4,000	25
5215	Respiratory Therapy	-0-	31,500	15
	Fall 1981			
5317	Construction Management	-0-	$15,000	25
5301	Engineering Technology	$20,000	20,000	20
5404	Chef	-0-	25,000	15
5011	Transportation Technology	-0-	15,000	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1982		*Fall 1983*
5312	Manufacturing Technology	5312	Quality Control Technology
5213	Medical Records	5599	Legal Assistant
5404	Food Processing Technology		

Projected Programs - Not In Priority Order *contd.*

Fall 1984

5408 Environmental Technology
5402 Agro-Business Technology
5406 Marine Technology

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PHYSICAL FACILITIES

None contemplated

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1980	1981	1982	1983	1984	1985
FTE	419	427	436	444	453	462
Cost/FTE	$2,100	$2,100	$2,200	$2,200	$2,200	$2,200
Expenditures	$ 879,900	$ 896,700	$ 959,200	$ 976,800	$ 996,600	$ 1,016,400

NOTE: Enrollment and expenditures are for Maryland students only.

VIII. STATUS OF PROPOSALS SUBMITTED

The *Executive Planning Process Guidance Manual* defines a proposal as a plan submitted to deal with a problem for which there is inadequate agency authority or resources. Since no special proposals were made during FY 1979, this chapter is not currently applicable to the State Board for Community Colleges. See Chapter VI.

IX. EVALUATION AND PROGRESS

Planning, coordination, service, and leadership are the four major functions of the State Board for Community Colleges. Within these functions the Board has the responsibility to evaluate the effectiveness of the community colleges and the Board in pursuing the goals and objectives in this Plan. This evaluation responsibility is shared by the Board with the community colleges.

The State Board for Community Colleges has staff assigned in the areas of finance, planning and research, continuing education and developmental studies, instructional programs, and facilities. The staff coordinates evaluation of these areas with their counterparts on the individual campuses through Statewide groups. These groups include the community college Program Development Council, the Business Officers, the Facilities Planning Committee, the Deans of Students, the Academic Deans, the Occupational Deans, the Institutional Research Group, Data Processing Managers, and the Affirmative Action Officers.

Objectives for the State Board for Community Colleges are shown for the first time in the FY 1980-1985 plan. Evaluation and progress related to these objectives will be given in the subsequent plan.

Objective 2.1

Increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Evaluation

1. Information about enrollment and graduations in occupational programs is collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed by colleges and Statewide. The Statewide follow-up study of Fall 1974 entering students found:

    - Percentage of students who were employed, full-time and part-time.
    - Location of employment;
    - Initial annual salary after leaving the community college and present salary;
    - Relationship of educational program to job;
    - Student reports of how much the college program assisted in increasing theoretical understanding, job skills, obtaining a job, and obtaining salary increases and/or promotions.

    All of the follow-up data was stored and analyzed on the computer and printed for each college and Statewide. Similar studies were conducted

about students who entered a community college in Fall 1970, 1971, and 1972.

2. A comprehensive system for program evaluation has been implemented. The first step in the development of the evaluation process was the *Maryland Community College Program Proposal Manual*. The manual, initially developed in 1974, was revised and approved by the State Board for Higher Education, the State Department of Education, and the State Board for Community Colleges in 1977. The manual contains the elements and information required for review and evaluation of program proposals. It also provides for a common format for new program submission, permitting systematic and uniform collection and analysis of data. The elements were selected to intermesh with annual reports collected routinely by federal and State agencies.

   The second step in the evaluation process occurred when the career *Program Evaluation* manual was approved by the State Board for Community Colleges and the State Department of Education in 1975. This manual called for the development of a two-level program evaluation approach. The first level to be employed by both State agencies and the colleges uses data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in depth qualitative examination of programs identified by analysis of Level I information, will be conducted by the institution itself. Following the local qualitative assessment, results of the study and college recommendations will be transmitted to the State Board for Community Colleges.

   To implement the first, or quantitative, level required by the manual, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring System (PDMS). The system aggregates information relating to each individual community college program for a five-year period and displays it on one computer printout page. For each program, elements displayed include:

   - College name;
   - Program title, college title, and HEGIS program category;
   - Program level--associate degree or certificate;
   - Year program was implemented;
   - Current status of program--active, inactive, deleted, or phasing out;
   - USOE number;
   - HEGIS program number;
   - Historical enrollment and formal award data;
   - Listing of similar programs in Maryland (with enrollments and awards by college);
   - Discipline cost data;
   - Follow-up information, including:
     a) Number of respondents at the college and Statewide;
     b) Percentage currently employed full-time in:
        1) Directly-related occupations,

2) Somewhat-related occupations,
3) Unrelated occupations,

c) Percentage transferred to four-year colleges;
d) Percentage who achieved self-reported educational objective;
e) Percentage who would recommend program;
f) Current median salary of those employed full-time in related field.

Criteria for quantitatively analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the Maryland Community College Program Development Council; Institutional Research Group; Association of Maryland Community and Junior College Business Officers; State Board for Higher Education; State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council on Vocational-Technical Education. Each criterion is independent and mutually exclusive. Thus, each program not meeting the condition of any criterion will be "flagged".

The computer searches the data for each program and contrasts not only information about that program, but also compares program data against other programs at that college and similar programs in other colleges. In each case that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "This program may warrant closer study because . . . (followed by a listing of the specific criteria)."

Progress Toward Objective 2.1

- From 1971 to 1978, occupational program enrollment increased from 11,865 students (25 percent of the total enrollment) to 32,723 students (38 percent of the total community college enrollment).

- In Fall 1978, there were 126 disciplines taught in community colleges; of these, 119 were in the career area and seven were in the transfer area. Community colleges offer 558 programs, 97 transfer, and 461 career/occupational.

- Certificates awarded in community colleges have increased from 93 in 1973 to 858 in 1978. There were also 3,691 AA degrees awarded in occupational program areas during FY 1978.

- A variety of specific local community college plans have been implemented to increase occupational program quality. Examples include: enrollment of apprentices in special sections of electronic technical programs, use of facilities of private schools for technical courses, Saturday classes for the convenience of students who are employed, and awarding of credit for appropriate military training in certain occupational programs.

- In FY 1979, 37 programs were evaluated in accordance with the Program Evaluation System.

Objective 2.2

Improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

Progress Toward Objective 2.2

In Spring 1979, a workshop will be held for counselors to explore effective ways to assist new student groups, such as returning women and senior citizens.

Objective 3.1

Community colleges will continue to provide access to baccalaureate institutions by offering quality transfer programs.

Evaluation

A Statewide follow-up study was conducted of all students who entered a community college for the first time in Fall 1974. The study found:

- The percentage of students who transferred to a four-year college or university;
- The student's grade point average at the transfer institution;
- The number of credits lost in transferring;
- The student's degree of satisfaction with his/her preparation for transfer work.

All of the above was printed for each community college and as a Statewide total. All follow-up data is stored and analyzed on the computer. Similar studies were conducted about students who entered a community college in Fall 1970, 1971, and 1972.

Progress Toward Objective 3.1

- All seventeen community colleges offer a variety of developmental programs and services that are annually updated to provide quality assistance to students. These services include learning resource centers, courses in oral and written communications, special study skills workshops, and math refresher courses.
- The State Board for Higher Education is revising transfer policies which require program articulation involving all public institutions of higher education.

Objective 3.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

Progress Toward Objective 3.2

- The State Board for Higher Education has approved this policy:

> The State of Maryland should support four-year institutions so that all students in an articulated transfer program who are awarded an associate in arts degree from a public community college shall be admitted with full junior standing to a public four-year institution, unless either the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program or certain circumstances exist which require a limitation being placed on the size of junior programs. In such instances, admission will be based on criteria developed by the receiving institution to select the best qualified students.

Objective 4.1

Provide adult and continuing education, community and public service programs within the college service area.

Evaluation

The State Board for Community Colleges reviews the title, description, and objectives of each continuing education course submitted for State aid. If the course is determined to be "recreational" it will not be subsidized with State aid. Records for each course and its enrollment are kept on the computer for efficient access and analysis of data.

Progress Toward Objective 4.1

- Community colleges offer a variety of continuing education courses, including courses for paraprofessionals working with handicapped children, special services for the retarded, surveys of community educational needs, courses for the elderly, and health-related programs.

- The first Maryland community college *Continuing Education Manual* was published in July 1977. The manual describes policies and procedures for continuing education course approval.

Objective 5.1

Reflect the same racial composition in enrollment that exists within the community college service area.

Evaluation

The *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State*, published in June 1974, contains the evaluation mechanisms for determining progress toward this objective. The plan requires that the community college segment maintain accurate data about the racial characteristics of its student body and personnel. Progress reports on the stated objective must be filed semi-annually with the Office of Civil Rights, Department of Health, Education and Welfare. Failure to comply could result in a loss of federal funds. The data for these progress reports include the following categories:

Students

- Enrollment by class of each institution;
- Enrollment by major area of study or program;
- Enrollment by part-time and full-time status;
- Retention statistics at various levels, that is, by major programs, institution, segments;
- Graduation results for each major program at each institution, including designation of type of degree(s);
- Transfer data among the public higher education institutions;
- Financial aid with breakdown of types, for example, grants, scholarships, loans, and work-study.

Faculty, Administrators, and Classified Employees

- Designation by rank (lecturer, instructor, assistant professor, associate professor, and professor) and both the median and average salaries of full-time employees for each institution;
- Part-time and full-time designation;
- Length of service within each rank (faculty only);
- Number of tenured faculty;
- Program and/or departmental affiliation (faculty only);
- Termination information.

Progress Toward Objective 5.1

- All seventeen community colleges have adopted formal programs of affirmative action insuring equal educational and employment opportunities.
- Seven community colleges have at least the same minority composition that exists within the college's service area.
- Community colleges systemwide moved from 9.9 percent total black enrollment in 1970 to 18.9 percent in Fall 1978 (an increase of 9 percentage points over the seven-year period).
- Full-time black enrollment in Fall 1978 (21.6 percent of full-time enrollment) exceeded the 1980 Statewide goal of 17.4 percent set in the Maryland Desegregation Plan.
- From 1970 to 1978, eleven colleges exceeded the 1980 full-time black enrollment projections, three colleges are within 7 percentage points of this projection, and two have substantial progress to make. Wor-Wic Tech Community College was not in existence when the Desegregation Plan was written and therefore has no projection.

Objective 5.2

Continue to attract an increasingly diverse student population.

Evaluation

Information about the age, sex, and part-time status of students is collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed by college and Statewide.

Progress Toward Objective 5.2

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 68 percent in 1978.
- In 1970, women accounted for 38 percent of the total enrollment while in 1978 women constituted 57 percent, thereby exceeding the State's proportion of 52 percent women.
- Senior citizens are continuing to take advantage of the 1974 legislation which allows them free tuition at the community colleges. In Fall 1978, there were 1,050 senior citizens enrolled in credit courses at the community colleges.
- Developmental programs to improve English and mathematical skills for those nontraditional students who need them are offered at each community college. The diverse student population at the community college

necessitates many different types of programs and services. Some examples of community college services include off-campus programs, reentry programs for women, seminars for senior citizens, day care centers for children of students and faculty, special programs tailored to the needs of the handicapped members of the community, and cultural and service programs for the community at large.

Objective 5.3

Move expeditiously to implement facilities requirements for community colleges in suburban areas.

Evaluation

1. In 1975, the State Board of Public Works approved a revision of the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland* which enables the State Board for Community Colleges and other appropriate State agencies to determine the eligibility of construction proposals. These guidelines include criteria for the design and construction of classrooms, laboratories, offices, study space, special use facilities, general use facilities, support facilities, and site development.

2. A community college capital construction weighted ranking system has been developed which provides for the allocation of State funds to support community college capital construction projects in order of highest priority. The system utilizes 30 indices in determining project priority for allocation of State funds.

3. The State Board for Higher Education has developed an enrollment projection model which annually provides community college enrollment projections for facilities planning purposes. These are the official State projections for facilities planning as required by the community college facilities construction guidelines.

Progress Toward Objective 5.3

- The Statewide net assignable space was 3,124,325 in September 1978. This represents an increase of 248,643 net assignable square feet over September 1977, a growth of 8 percent.

- As of January 1, 1979, community colleges had 15 projects under construction, representing $15,592,542.

- Facilities planning by the State Board for Community Colleges is currently based on the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland*. This policy was approved by the State Board of Public Works in FY 1975.

- In September 1977, the *Maryland Community Colleges Facilities Manual* was completely revised and distributed to the colleges.

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Progress Toward Objective 6.1

- A revised *Program Proposal Manual* (1977) and *A System for the Evaluation of Career Programs in Maryland Community Colleges* (1974) were jointly developed by the community colleges, the State Board for Community Colleges, the Department of Vocational-Technical Education and, in the case of the *Program Proposal Manual*, the State Board for Higher Education. These manuals provide guidelines and procedures for review and evaluation of community college instructional programs.

- An economic impact study was completed in FY 1979. Impact upon cash flow and the rate of return were calculated.

- All community colleges participated in the annual graduate follow-up study designed to assist in evaluating their career and transfer programs.

- The State Board for Community Colleges has implemented the Program Data Monitoring System. The system shows enrollment, program completions, student follow-up data, and discipline costs. Manpower information is being added. The purpose of the system is to help colleges and the State Board for Community Colleges evaluate the quality of career programs.

- In FY 1979, 37 programs were evaluated in accordance with the program evaluation system.

- As a result of program review by the colleges, five programs were discontinued in FY 1979.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Evaluation

A discipline cost analysis system developed jointly by the colleges and the State Board for Community Colleges is being used to determine discipline costs for each institution. These data will be used by the Board in its studies of funding models for community college operating budgets.

Progress Toward Objective 6.2

- Sixteen community colleges submitted cost analysis information to the State Board for Community Colleges for FY 1978.
- As an ongoing project, the State Board for Community Colleges conducts institutional post-audit analyses on the basis of established policies and guidelines.
- The Statewide cost analysis system is computerized to give the colleges comparative data.

ANNOTATED CODE OF MARYLAND

EDUCATION ARTICLE
TITLE 16
HIGHER EDUCATION
COMMUNITY COLLEGES

SUBTITLE 1. STATE BOARD FOR COMMUNITY COLLEGES

§16-101. BOARD ESTABLISHED.

There is a State Board for Community Colleges.

§16-102. COMPOSITION; TERM; VACANCIES.

(A) Composition.

The State Board for Community Colleges consists of eight members appointed by the Governor with the advice and consent of the Senate.

(B) Qualifications.

(1) Each of the members shall be a resident of this State.

(2) Seven of the members shall be individuals who are known for their interest in civic and public affairs, and their knowledge and perception in educational matters.

(3) One of the members shall be a student in good standing at a community college in this State who has the qualifications required to be student body president at that community college. In making this appointment, the Governor shall consider the recommendations of the community college presidents.

(C) Term and Vacancies.

(1) Except for the student member, each member serves for a term of six (6) years and until a successor is appointed and qualifies. These terms are staggered as required by the terms of the members serving on the Board as of July 1, 1978.

(2) The student member serves for a term of one (1) year beginning on July 1.

(3) A member may be reappointed.

(4) A member appointed to fill a vacancy in an unexpired term serves only for the remainder of that term and until a successor is appointed and qualifies.

§ 16-103. OFFICERS; MEETINGS.

(A) Officers.

Each year the State Board for Community Colleges shall elect from among its members:

(1) A chairman; and

(2) Any other officer it requires.

(B) Meetings.

The Board shall determine the time and place of its meetings and may adopt rules for the conduct of its meetings.

§ 16-104. POWERS AND DUTIES OF BOARD.

(A) In general.

In addition to the other powers granted and duties imposed by this title, and subject to the provisions of Title 12 of this Article, the State Board for Community Colleges has the powers and duties set forth in this section.

(B) General Policies.

The Board has full Statewide responsibility for the community colleges and shall establish general policies for their operation.

(C) Information and Accounting System.

The Board shall establish and maintain a system of information and accounting for community college activities.

(D) Financial Assistance to Community Colleges.

The Board shall:

(1) Provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;

(2) Administer the program of State support for the community colleges;

(3) Assist and represent the community colleges in seeking and administering federal money available to them.

(E) Assistance to State Board for Higher Education.

The State Board for Community Colleges shall assist the State Board for Higher Education in performing its duties as they relate to community colleges.

(F) Capital Programs.

The State Board for Community Colleges shall administer the general public junior or community college and regional community college construction program in accordance with procedures adopted by the Board of Public Works.

(G) Establishment of Community Colleges.

The Board shall recommend, review, and advise on any proposal for the establishment of a new community college.

(H) Curriculum.

The Board shall recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college.

(I) Coordination with Colleges.

The Board shall coordinate relationships among the community colleges to:

(1) Assure the widest possible educational opportunities for students in this State;

(2) Facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; and

(3) Assure the most efficient use of State money.

(J) Coordination with Schools.

The Board shall coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to:

(1) Facilitate cooperation among them in the guidance and admission of students to the community colleges; and

(2) Arrange for the most advantageous use of facilities.

(K) Studies.

The Board shall study the problems of community college education.

(L) Advice.

The Board shall assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities.

(M) Report to General Assembly.

The Board shall report annually to the General Assembly on its activities and the activities of the community colleges.

§ 16-105. STAFF OF BOARD.

(A) Executive Director.

The State Board for Community Colleges may employ a full-time Executive Director to carry out its day-to-day functions under the control of the Board.

(B) Additional Staff.

The Board may employ the additional staff necessary to carry out its functions as provided in the State budget.

(C) Compensation.

Each employee of the Board is entitled to the compensation provided in the State budget.

(D) Membership in Retirement System.

Each employee of the Board shall join the State Employees' Retirement System. However, as an alternative, any employee in a position determined by the State Board for Community Colleges to be a professional position may join the Teachers' Retirement System or an optional retirement program under Article 73, §110 of the Code.

SUBTITLE 2. ORGANIZATION AND GOVERNMENT OF COMMUNITY COLLEGES

§ 16-201. BOARD OF COMMUNITY COLLEGE TRUSTEES.

(A) Established in Counties with Community Colleges.

There is a Board of Community College Trustees in each county that has one (1) or more community colleges.

(B) Establishment in Counties without Community Colleges.

(1) The governing body of any county that does not have a community college may request permission to establish one from the State Board for Higher Education and the State Board for Community Colleges.

(2) On recommendation of these Boards, the Governor shall appoint a board of community college trustees for that county.

(C) Composition.

Except as provided in Subtitle 5 of this title, each board is comprised of seven (7) members appointed by the Governor, with the advice and consent of the Senate.

(D) Term and Vacancies.

(1) Except as provided in Subtitle 5 of this title, each member serves for a term of six (6) years from July 1 of the year the appointment is made and until a successor is appointed and qualifies. These terms are staggered, and of the initial appointments to a Board, five (5) shall be for terms of one (1) to five (5) years respectively, and two (2) shall be for terms of six (6) years.

(2) A member appointed to fill a vacancy in an unexpired term serves only for the remainder of that term and until a successor is appointed and qualifies.

(3) A member may be reappointed.

§ 16-202. OFFICERS; MEETINGS.

(A) Officers.

Each Board of Trustees:

(1) Shall elect one (1) of its members as its chairman;

(2) Shall choose the president of one (1) of the county community colleges to serve as secretary-treasurer of the Board; and

(3) May elect any other officer it requires.

(B) Meetings.

Each Board shall determine the time and place of its meetings and may adopt rules for the conduct of its meetings.

§ 16-203. POWERS OF BOARD OF TRUSTEES.

(A) In General.

In addition to the other powers granted and duties imposed by this title, and subject to the authority of the State Board for Higher Education and the State Board for Community Colleges, each Board of Community College Trustees has the powers and duties set forth in this section.

(B) Establishment and Operation.

With the approval of the State Board for Higher Education, on recommendation of the State Board for Community Colleges, each Board of Trustees may establish and operate one or more community colleges.

(C) General Control; Rules and Regulations.

Each Board of Trustees shall exercise general control over the community college, keep separate records and minutes, and adopt reasonable rules, regulations, or bylaws to carry out the provisions of this subtitle.

(D) Salaries and Tenure.

Each Board of Trustees may fix the salaries and tenure of the president, faculty, and other employees of the community college.

(E) Acquisition of Property.

Each Board of Trustees may purchase, lease, condemn, or otherwise acquire any property it considers necessary for the operation of the community college.

(F) Disposition of Property.

(1) Each Board of Trustees may sell, lease, or otherwise dispose of community college assets or property.

(2) The president of the community college and the chairman of the Board of Trustees may execute a conveyance or other legal document under an appropriate resolution of the Board.

(G) Cooperative Use of Facilities with Board of Education.

Each Board of Trustees may:

(1) With the approval of the State Board for Community Colleges, permit the County Board of Education to use the lands, buildings, or other facilities of the community college; and

(2) With the approval of the County Board of Education, use any land, buildings, assets, or other facilities of the County Board of Education.

(H) Gifts and Grants.

Each Board of Trustees may apply for and accept any gift or grant from the federal government or any other person.

(I) Entrance Requirements; Curriculum.

Subject to the minimum standards of the State Board for Community Colleges, each Board of Trustees may determine entrance requirements and approve offerings that consist of:

(1) Transfer programs offering the equivalent of the first two (2) years of a bachelor's degree program;

(2) Career programs offering technical, vocational, and semiprofessional education; and

(3) Continuing education programs.

(J) Student Fees.

Each Board of Trustees may charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost.

(K) Suits.

Each Board of Trustees may sue and be sued.

(L) Agreements.

Each Board of Trustees may make agreements with the federal government or any other person, including agreements between counties to support a regional community college, if the Board considers the agreement advisable for the establishment or operation of the community college.

(M) Name.

Each Board of Trustees shall be styled "The Board of Trustees of ..... Community (or Junior) College."

(N) Seal.

Each Board of Trustees may adopt a corporate seal.

§ 16-204. PRESIDENT.

(A) Appointment.

Each Board of Trustees shall appoint a president of each community college under its jurisdiction.

(B) Duties.

The president:

(1) Shall report directly to the Board of Trustees;

(2) Shall recommend the appointment by the Board of qualified faculty members and other employees necessary for the efficient administration of the community college;

(3) Shall recommend the discharge of employees for good cause; however, any employee with tenure shall be given reasonable notice of the grounds for dismissal and an opportunity to be heard;

(4) Is responsible for the conduct of the community college and for the administration and supervision of its departments; and

(5) Shall attend all meetings of the Board, except those involving his personal position as president.

§ 16-205. WAIVER OF TUITION FOR CERTAIN STUDENTS.

(A) Employees.

Any full-time classified employee of a community college who enrolls, during his nonworking hours, in any class at the community college that has at least ten (10) regularly enrolled students:

(1) Is exempt from payment of tuition; and

(2) May not be counted in computing full-time equivalent enrollment at the community college under §16-403 of this title.

(B) Persons 60 Years Old or Older.

If permitted by the Board of Trustees of a community college, any resident of this State who is sixty (60) years old or older who enrolls in any class at the community college that has at least ten (10) or is being continued with less than ten (10) regularly enrolled students:

(1) Is exempt from payment of tuition; and

(2) Shall be counted in computing full-time equivalent enrollment under §16-403 of this title.

§ 16-206. COMPREHENSIVE LIABILITY INSURANCE; DEFENSE OF SOVEREIGN IMMUNITY.

(A) Comprehensive Liability Insurance.

Each Board of Trustees may carry comprehensive liability insurance to protect the Board, its agents and employees, and the agents and employees of any community college under its jurisdiction. The purchase of the insurance is for an educational purpose and is a valid educational expense.

(B) Standards for Policies; Coverage.

The State Board for Community Colleges may adopt standards for the policies, including a minimum liability coverage which may not be less than $100,000 per occurrence. Any policy purchased after the adoption of these standards shall conform to them.

(C) Self-Insurance; Minimum Coverage.

Each Board of Trustees complies with this section if it is self-insured, for at least $100,000 and not more than $500,000 per occurrence, under the rules and regulations of the State Insurance Commissioner.

(D) Defense of Sovereign Immunity.

This section does not prevent any Board of Trustees, on its own behalf, from raising the defense of sovereign immunity to any amount of a claim in excess of the limit of an insurance policy or in excess of $100,000 in the case of self-insurance.

SUBTITLE 3. REGIONAL COMMUNITY COLLEGES

§ 16-301. APPLICABILITY OF TITLE TO REGIONAL COMMUNITY COLLEGES.

The provisions of this title apply to any regional community college, unless the context requires otherwise.

§ 16-302. REGIONAL COMMUNITY COLLEGES.

(A) Establishment.

(1) Two or more counties may agree to establish a region and to support a regional community college.

(2) Subject to the authority of the State Board for Higher Education, after the counties agree, the State Board for Community Colleges may authorize a regional community college for the region.

(B) "Board of Trustees" Defined; Composition.

(1) In this subsection, "County Board of Community College Trustees" means:

(i) The Board of Community College Trustees, if any: or

(ii) The County Board of Education in any county that does not have a Board of Community College Trustees.

(2) Except as otherwise provided in this subsection, the county boards of community college trustees for each county in a region constitute the Board of Regional Community College Trustees.

(3) If the counties in a region have different numbers of members on their county board of community college trustees, each county board of community college trustees shall elect, to serve as regional community college trustees, the number of its members equal to the number of members on the smallest board of community college trustees in the region.

(4) A Board of Regional Community College Trustees:

(i) May not have more than twelve (12) members; and

(ii) Shall have an equal number of members from each county in the region.

(5) If requested to do so by a county government, the Governor shall appoint the regional community college trustees from that county.

(6) The county superintendent of each county in the region is, ex officio, a member of the Board of Regional Community College Trustees, and shall attend meetings but may not vote.

(7) Each Board of Regional Community College Trustees shall:

(i) Elect one of its members as its chairman;

(ii) Designate the president of the regional community college as its secretary-treasurer; and

(iii) Determine the time and place of its meetings and may adopt rules for the conduct of its meetings.

(C) Selection of Board by Governor.

Any Board of Regional Community College Trustees established under subsection (B) of this section may request the Governor to appoint a new board.

(D) Appointment.

(1) After a request is made, the Governor, with the advice and consent of the Senate, shall appoint seven (7) individuals to the new board.

(2) At least one (1) member of the County Board of Education of each county in the region shall be appointed.

(3) The board shall have an odd number of members.

(4) A majority of the members of the board may not be members of any board of education, and to achieve this result, the Governor may increase the size of the board.

(5) The initial members shall be appointed as provided in § 16-201 of this title.

§ 16-303. ALLOCATION AMONG COUNTIES OF SUPPORT OF REGIONAL COMMUNITY COLLEGE.

(A) Appropriation for Current Expenses.

The State Board for Community Colleges shall determine and certify the amount that each county that supports a regional community college shall pay as its share of the "county share" required by § 16-403 of this title. The amount shall be determined by applying to the total county share the ratio that the number of full-time equivalent students from the county who attend the regional community college bears to the total number of full-time students who attend the regional community college from all counties that support the regional community college.

(B) Borrowing.

Each county that supports a regional community college shall bear as its share of any borrowing for the regional community college the amount that results from applying to the total amount of the borrowing the ratio that the county's population, as determined by the Department of Health and Mental Hygiene, bears to the total population of all the counties that support the regional community college.

SUBTITLE 4. FISCAL MATTERS

§ 16-401. BUDGET

(A) Preparation.

Each year, the board of trustees and the president of the community college shall prepare and submit to the county governing body or, in

the case of a regional community college, the county governing body of each county that supports the regional community college:

(1) An operating budget;

(2) A capital budget; and

(3) If required by local law, charter, or regulation, a long term capital improvement program.

(B) Contents of Operating Budget.

The operating budget shall show:

(1) All revenues estimated for the next fiscal year classified by funds and sources of income, including:

(i) Any funds from federal, State, and local sources; and

(ii) Any surpluses.

(2) All expenditures requested, including the major functions listed under § 16-402(b); and

(3) Any other information or supporting data required by the county governing body.

(C) Contents of Capital Budget.

The capital budget and any long term capital improvement program shall contain a statement of all capital revenues and expenditures.

(D) Consideration of Budgets.

The capital and operating budgets shall be prepared and considered in accordance with county fiscal procedures not inconsistent with State law.

(E) Action by County Governing Body--Community Colleges.

The county governing body shall review and approve the budget of the community college and may reduce it.

(F) Action by County Governing Body--Regional Community College.

(1) The county governing bodies of the counties that support a regional community college jointly shall review the budget of the regional community college and may reduce it.

(2) Approval of the budget by a majority of the counties that support a regional community college constitutes approval of the budget and binds all the counties.

(G) Submissions to State Agencies.

(1) The budget of each community college, as approved by the county governing body under this section shall be submitted to the State Board for Community Colleges for informational purposes. This budget shall include a personnel detail.

(2) Proposals for capital projects shall be submitted to the State Board for Higher Education through the State Board for Community Colleges.

§ 16-402. POWERS OF COUNTY GOVERNMENT.

(A) Power to Appropriate.

Each county governing body may appropriate money to pay the cost of establishing and operating a community college or regional community college.

(B) Subject of Appropriations.

The county governing body shall make appropriations for the following major functions:

(1) General administration;

(2) General institutional expenses;

(3) Instruction;

(4) Student affairs;

(5) Instructional resources;

(6) Plant operation and maintenance;

(7) Capital outlay; and

(8) Debt service.

(C) Transfer of Appropriations among Functions.

(1) A community college may not spend more on any major function than the amount appropriated for it.

(2) (I) Transfers of appropriations between major functions shall be submitted in writing and approved by the county governing body before they are made, and if the county governing body fails to act on a request for a transfer within thirty (30) days, the request automatically is approved as requested; and

(II) Except in Baltimore City, where the provisions of the city charter govern, transfers of appropriations within a major function

may be made at the direction of the board of trustees and the county governing body shall be notified within thirty (30) days of the transfer.

(D) Borrowing.

Each county governing body may borrow money to purchase land and construct capital improvements for a community college. Money may be borrowed on terms and conditions the county governing body considers proper, subject to any requirements of local law applicable to the creation of public debt.

§ 16-403. STATE, COUNTY, AND STUDENT SUPPORT OF COMMUNITY COLLEGE CURRENT EXPENSES.

(A) Definitions.

(1) In this section the following words have the meanings indicated.

(2) "County share" means the minimum amount of money to be provided each year to a community college by the county that supports the community college or, in the case of a regional community college, the total amount of money to be provided each year to the regional community college by all counties that support the regional community college.

(3) "Population" means population as determined by the 1970 census.

(4) "State share" means the amount of money to be provided each year to a community college by the State.

(B) Computations.

(1) In this section, the following computations shall be made in the manner indicated.

(2) "Current expenses" is the product of the per student operating cost of the community college for the current fiscal year multiplied by the number of full-time equivalent students enrolled at the community college in the current fiscal year.

(3) "Full-time equivalent students" is the quotient of the number of student credit hours produced in the fiscal year divided by 30.

(C) State Share.

(1) Except as otherwise provided in this subsection, the State share is 50 percent of the current expenses of each community college, but not more than $800 per full-time equivalent student.

(2) The State share is 55 percent of the current expenses, but not more than $1,250 per full-time equivalent student for:

(i) Any community college with less than 500 full-time equivalent students if the county in which the community college is located has a population of less than 50,000; and

(ii) Any regional community college if the counties that support the regional community college have a combined population of less than 150,000.

(3) The State share is 55 percent of the current expenses for Cecil Community College, Garrett Community College, and Chesapeake College, but not more than $1,485 per full-time equivalent student.

(D) County Share.

(1) Except as otherwise provided in this subsection, the county share is 28 percent of the current expenses.

(2) The county share is 32 percent of current expenses for Cecil Community College, Garrett Community College, and Chesapeake College.

(3) Any county, or the counties that support a regional community college, may pay more than its share of the current expenses.

(E) Student Share.

(1) Except as otherwise provided in this subsection, the students at each community college shall pay, through tuition and fees, at least 22 percent of current expenses.

(2) The students shall pay, through tuition and fees, 17 percent of current expenses at:

(i) Any community college with less than 500 full-time equivalent students if the county in which the community college is located has a population of less than 50,000; and

(ii) Any regional community college if the counties that support the regional community college have a combined population of less than 150,000.

(3) The students, through tuition and fees, shall pay 13 percent of current expenses at Cecil Community College, Garrett Community College, and Chesapeake College.

(4) This subsection does not prohibit a county or regional board of trustees from requiring students at the community college to pay more than their share of the current expenses.

§ 16-404. COMPUTATION OF STATE AID TO COMMUNITY COLLEGES.

(A) In General.

The annual total State appropriation for the current expenses of all community colleges shall be developed in accordance with this section.

(B) Estimate of Enrollment.

(1) Each year the State Board for Community Colleges shall prepare a systemwide projection of total full-time equivalent enrollment at the community colleges in this State.

(2) This projection shall be prepared in consultation with the State Board for Higher Education and each community college and with the concurrence of the Department of Budget and Fiscal Planning.

(3) The projection shall be approved by the State Board for Community Colleges.

(C) Computation of State Share.

(1) The State Board for Community Colleges shall convert the projection of full-time equivalent enrollment into a budget request using the formula in §16-403 of this subtitle and submit it to the Governor on or before October 10 of each year. The Governor shall include the budget request in the State budget for the next fiscal year.

(2) The budget request submitted to the Governor under paragraph (1) of this subsection is final. However, on or before February 10, the State Board for Community Colleges may request additional funds to be included in any supplemental budget.

§ 16-405. PAYMENT OF STATE SHARE.

(A) Certification to State Comptroller.

Each year, the State Board for Community Colleges shall certify to the State Comptroller:

(1) On or before July 31 and November 30 one fourth of the amount it estimates to be the State share under §16-403 of this subtitle for each community college;

(2) On or before March 31 one half of the amount it estimates to be the State share under §16-403 of this subtitle for each community college;

(3) On or before June 30 of each year, the amount necessary to bring the July, November, and March payments into balance with the actual enrollments and costs per student of each community college; and

(4) After the annual audit of each community college, any discrepancy between the payments made and the actual State share under § 16-403 of this subtitle for the preceding fiscal year, which shall be compensated for in the November payment.

(B) Payment.

Within five (5) days after he receives a certification from the State Board for Community Colleges, the State Comptroller shall draw a warrant on the State Treasurer for the amount due each community college. The State Treasurer immediately shall pay the amount due to the board of trustees of the community college.

§ 16-406. PAYMENT OF COUNTY SHARE.

(A) Certification to County Treasurer.

The State Board for Community Colleges shall certify to the treasurer of each county:

(1) On or before September 30 and March 31 of each year, one half of the amount it estimates to be the county's share under § 16-403 of this subtitle; and

(2) After the annual audit of each community college, any discrepancy between the payments made and the actual amount of the county's share under § 16-403 of this subtitle for the preceding fiscal year, which shall be compensated for during the fiscal year.

(B) Payment.

Within five (5) days after it receives a certification from the State Board for Community Colleges, the county shall pay the amount due to the board of trustees of the community college.

§ 16-407. TUITION AND FEES FOR NONRESIDENT STUDENTS

(A) Out-of-State Students; West Virginia Students at Garrett Community College.

(1) Subject to paragraph (2) of this subsection, any student who attends a community college in this State and is not a resident of this State shall pay, in addition to the student tuition and fees payable by a county resident, an out-of-state fee, equal to the State share and the county share per full-time equivalent student as determined under § 16-403 of this subtitle.

(2) A resident of the state of West Virginia who attends Garrett Community College under a negotiated reciprocity agreement between the states of Maryland and West Virginia is an in-county resident for tuition purposes and shall be counted as an in-State resident for computation of the State

aid to community colleges in accordance with Section 16-403 of this subtitle. The State Board for Community Colleges may make payments to effectuate the provisions of this paragraph from funds specifically appropriated for this purpose as approved in the State budget or any supplemental budget request.

(B) Out-of-County or Out-of-Region Students.

Any student who attends a community college not supported by his county shall pay, in addition to the student tuition and fees payable by a resident of a county that supports the community college, an out-of-county or out-of-region fee equal to the county share per full-time equivalent student as determined under §16-403 of this subtitle.

(C) Power of County to Appropriate.

Any county may appropriate money to pay the out-of-county or out-of-region fees for county residents who attend a community college in this State that is not supported by that county.

§ 16-408. BIDS AND CONTRACTS.

(A) Application of Section.

(1) Except as provided in paragraph (2) of this subsection, this section applies to every contract for any building, improvment, equipment, or supplies that will cost more than $5,000.

(2) This section does not apply to:

(i) The purchase of books or other materials for instruction;

(ii) Emergency repairs required during the regular academic year; or

(iii) Any contract or purchase made by a county for a community college under procedures authorized by the county charter or an act of the General Assembly.

(B) Advertisement.

(1) The board of trustees, at least two (2) weeks before bids are to be filed, shall advertise for bids in at least one (1) newspaper published in the county.

(2) The board of trustees may name in the specifications and advertisements for bids the particular make, kind, or brand of article to be contracted for or purchased.

(C) Contract.

(1) The contract shall be awarded to the lowest responsible bidder, who conforms to the specifications, with consideration given to:

(i) The quantities involved;

(ii) The time required for delivery;

(iii) The purpose for which required;

(iv) The competence and responsibility of the bidder; and

(v) The ability of the bidder to perform the contract satisfactorily.

(2) The board of trustees may reject any and all bids and readvertise for other bids.

(D) Violation of Section.

A contract entered into or purchase made in violation of this section is void.

§ 16-409. AUDITS.

(A) Adoption of Guidelines.

The State Board for Community Colleges shall adopt guidelines for financial record keeping and the preparation of annual audit reports by the community colleges. The community colleges shall comply with the guidelines of the State Board.

(B) Compliance with Guidelines.

Each community college in the State shall have an annual audit of its books of accounts, accounting procedures and principles, and other fiscal and operational methods and procedures in accordance with guidelines as prescribed by the State Board for Community Colleges. A copy of the audit report, together with the related management letter, shall be submitted to the State Board for Community Colleges and the Legislative Auditor within ninety (90) days of the close of each fiscal year. The State Board for Community Colleges shall ascertain that the community colleges are audited in accordance with this section.

(C) Recommendations in Audit Report.

If a community college establishes to the satisfaction of the State Board for Community Colleges that a recommendation in an audit report or related management letter should not be implemented, the Board shall notify the

Legislative Auditor of the reasons for not implementing the recommendation. With due notice to the community college with the concurrence of the State Board for Higher Education, the Board may direct the State Comptroller to withhold aid payments due a college under this Article upon failure of that college to implement any audit recommendation the Board deems appropriate.

(D) Annual Audit by Legislative Auditor.

The Legislative Auditor may upon his own initiative perform the required annual audits. However, notification of such intent must be given to each affected community college before the start of the fiscal year to be audited.

(E) Special Audits.

The Legislative Auditor may be directed to undertake special audits of any community college by the Joint Budget and Audit Committee at State expense.

(F) Local Government Audits.

An audit performed by an official auditor of any county or Baltimore City approved by the State Board for Community Colleges with the concurrence of the Legislative Auditor shall satisfy the annual audit requirement if it otherwise meets the requirements of this section.

(G) Cost of Annual Audit.

The cost of the annual audit required by this section is the responsibility of the community college.

(H) Report of Audit.

Each year the Legislative Auditor shall submit a report to the Joint Budget and Audit Committee, the State Board for Community Colleges, and the Director of the State Department of Fiscal Services, on the results of the annual and special community college audits.

(I) Audit of Community College.

Nothing contained in this section may be construed to prohibit a periodic or special audit by an official auditor of any county providing funds for a community college.

SUBTITLE 5. COUNTY PROVISIONS

§ 16-501. ANNE ARUNDEL COUNTY BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Anne Arundel County consists of eight (8) members appointed by the Governor with the advice and consent of the Senate.

(B) Student Member--Nomination and Term of Office.

(1) One (1) of the members shall be a regularly enrolled student in good standing at Anne Arundel Community College.

(2) The student members shall:

(i) Be a resident of Anne Arundel County;

(ii) Be nominated in the manner determined by the student body of Anne Arundel Community College;

(iii) Have the qualifications required to be student body president of Anne Arundel Community College; and

(iv) Serve for a term of one (1) year, beginning July 1 and ending on June 30.

§ 16-502. BALTIMORE CITY BOARD OF TRUSTEES.

The board of community college trustees for Baltimore City shall be appointed by the Mayor and City Council of Baltimore.

§ 16-503. BALTIMORE COUNTY BOARD OF TRUSTEES.

The board of community college trustees for Baltimore County consists of nine (9) members appointed by the Governor with the advice and consent of the Senate. Of the members:

(1) One (1) serves at large; and

(2) Eight (8) serve from the eight (8) legislative districts in Baltimore County, one (1) from each district.

§ 16-504. BALTIMORE COUNTY COLLECTIVE BARGAINING.

(A) In General.

The board of community college trustees for Baltimore County shall:

(1) Establish an orderly procedure for the classified employees of the county community colleges and their representatives to participate in the formulation of labor relations and personnel policies; and

(2) Recognize the right of classified employees to organize and bargain collectively through representatives of their own choosing.

(B) Rules and Regulations.

The board of trustees shall adopt rules and regulations that specify with respect to classified employees:

(1) The manner of establishing appropriate collective bargaining units and of designating exclusive bargaining representatives;

(2) The rights of the employer, the employees, and the exclusive bargaining representative;

(3) The procedure for negotiating a collective bargaining agreement with respect to wages, hours, and working conditions and the manner for resolving an impasse;

(4) The right of the exclusive bargaining representative to a checkoff of union dues;

(5) The designation of unfair labor practices and remedies for them;

(6) The definition of a grievance and the procedure for resolving grievances, which may include binding arbitration of grievances; and

(7) Any other matter necessary to carry out the purposes of this section.

(C) No Right to Strike.

This section does not authorize a strike by any classified employees.

(D) Expiration of Section.

The authority granted by this section, and any procedures, decisions, actions, or agreements made under it, shall expire if a general law on collective bargaining applicable to community colleges becomes effective.

§ 16-505. CHARLES COUNTY BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Charles County consists of seven (7) members appointed by the Governor with the advice and consent of the Senate. Of the members:

(1) Each shall be a resident of Charles County; and

(2) At least five (5) shall have completed sixty (60) semester hours of accredited college work.

(B) Members of Board of Education.

A member of the Charles County Board of Education may not serve concurrently on the board of community college trustees.

(C) Compensation.

Each member of the board is entitled to $600 a year for expenses.

§ 16-506. HEARINGS IN CHARLES COUNTY.

(A) Hearing Examiner.

The board of community college trustees for Charles County may:

(1) Appoint an individual, other than the attorney to the board, as hearing examiner; and

(2) Adopt rules governing proceedings before the hearing examiner.

(B) Duties of Hearing Examiner.

The hearing examiner:

(1) May hold an initial hearing on any matter brought before the board of trustees; and

(2) Shall submit to the board and to the parties findings of fact and conclusions of law, a transcript of the proceedings, and exhibits.

(C) Consideration of Board.

The board of trustees shall:

(1) Hear arguments, if requested by a party; and

(2) After considering the arguments and the record, decide the matter.

(D) Appeal.

The decision of the board of trustees may not be appealed.

§ 16-507. CHESAPEAKE COLLEGE BOARD OF TRUSTEES.

(A) Composition.

(1) The board of trustees of Chesapeake College consists of two (2) members from each county that supports Chesapeake College who shall be appointed by the Governor with the advice and consent of the House of Delegates.

(2) The county superintendent of schools in the region are not ex officio members.

(B) Term of Office.

Each member serves for a term of four (4) years.

(C) Compensation.

Each member of the board:

(1) Serves without compensation; and

(2) Is entitled to reimbursement for expenses in accordance with applicable travel regulations.

§ 16-508. FREDERICK COUNTY BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Frederick County consists of seven (7) members. Of the members:

(1) Each shall be a resident of Frederick County;

(2) Five (5) shall be appointed by the Governor with the advice and consent of the Senate for terms of five (5) years; and

(3) Two (2) shall be appointed by the Frederick County Board of Education from among its membership for terms of one (1) year.

(B) Two Term Limit.

(1) A member of the board appointed by the Governor may not serve more than two (2) consecutive five-year terms.

(2) A member of the Frederick County Board of Education may not serve on the board of community college trustees.

(C) Compensation.

Each member of the board is entitled to $500 a year for expenses.

§ 16-509. HARFORD COUNTY BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Harford County consists of seven (7) members. Of the members:

(1) Each shall be a resident of Harford County.

(2) Five (5) shall be appointed by the Governor for terms of five (5) years; and

(3) Two (2) shall be appointed by the Harford County Board of Education from among its members for terms of one (1) year.

(B) Two Term Limit.

A member of the board appointed by the Governor may not serve for more than two (2) consecutive five-year terms.

§ 16-510. MONTGOMERY COUNTY BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Montgomery County consists of eight (8) members appointed by the Governor from nominees submitted by the nominating committee. Except for the student member, the members are appointed with the advice and consent of the Senate.

(B) Term of Office and Qualifications of Student Member.

One (1) of the members shall be an enrolled student in good standing at Montgomery Community College. The student member:

(1) Shall be a resident of Montgomery County;

(2) May not be employed by Montgomery Community College; and

(3) Serves for a term of one (1) year, beginning July 1 and ending on June 30.

(C) Nominating Committee.

(1) The nominating committee consists of five (5) members. Of the members:

(i) Two (2) shall be appointed by the County Council;

(ii) Two (2) shall be appointed by the County Executive; and

(iii) One (1) shall be appointed by the Montgomery Community College Alumni Association.

(2) Each member of the nominating committee:

(i) Shall be a resident of and a registered voter in Montgomery County;

(ii) Shall have a knowledge of and an interest in postsecondary education;

(iii) Shall have demonstrated an active interest in civic affairs;

(iv) May not be an officer of this State, Montgomery County, or any municipal corporation in Montgomery County or any of their agencies; and

(v) May not be an officer of, employed by, or subject to the authority of Montgomery Community College.

(3) (i) Each member of the nominating committee serves for a term of two (2) years from September 15 of the year of his appointment and until a successor is appointed and qualifies. These terms are staggered as required by the terms of the members serving on the board as of July 1, 1978.

(ii) A member appointed to fill a vacancy in an unexpired term is appointed by the body that appointed his predecessor and serves only for the remainder of that term and until a successor is appointed and qualifies.

(4) (i) Each year, the nominating committee shall elect one of its members as its chairman.

(ii) The committee may elect any other officer it requires.

(iii) The committee may determine the place of its meetings and adopt rules for the conduct of its meetings.

(D) Procedure for Nomination.

(1) The nominating committee shall:

(i) Notify the public of each vacancy on the board of community college trustees;

(ii) Obtain recommendations from the faculty and students of the community college and from other interested persons; and

(iii) Accept applications.

(2) The committee shall submit to the Governor the names of at least (2), but nor more than four (4) of the candidates selected by the committee:

(i) On or before December 15 of the year before the term of a nonstudent member expires;

(ii) On or before April 15 of each year the term of a student member expires; and

(iii) When any other vacancy occurs.

(E) Assistance to Committee.

The State Board for Community Colleges shall provide assistance to the nominating committee.

§ 16-510.1 MONTGOMERY COUNTY PUBLIC EMPLOYMENT RELATIONS.

(A) (1) In this section the following words have the meanings indicated.

(2) "Agreement" means a written contract between the public employer and an employee organization.

(3) "Arbitration" means a procedure whereby parties involved in a grievance dispute submit their differences to an impartial third party for a final and binding decision.

(4) "Collective bargaining" means the performance by the certified employee organization through its designated representative, and the public employer, of their mutual obligations to meet at reasonable times and to negotiate in good faith with respect to wages, hours, and other terms and conditions of employment, or the negotiation of an agreement, or any questions arising under an agreement, and the execution of various agreements incorporating the terms agreed upon by both parties. In the performance of this obligation neither party shall be compelled to agree to a proposal, or be required to make a concession to the other.

(5) "Commissioner" means the State Commissioner of Labor and Industry or his designee.

(6) "Confidential employee" means a public employee whose unrestricted access to personnel, budgetary or fiscal data subject to use by the public employer in collective bargaining or whose close, continuing working relationship with those responsible for negotiating on behalf of the public employer would make his membership in an employee organization as a rank and file employee incompatible with his duties.

(7) "Employee organization" means any organization of public employees which has as one of its primary purposes representing such employees in collective bargaining.

(8) "Exclusive representative" means an employee organization which has been certified by the commissioner as representing the employees of the bargaining unit.

(9) "Fact-finding" means identification of the major issues in a particular impasse, review of the positions of the parties and resolution of factual differences by an impartial individual or panel, and the making of recommendations for settlement of the impasse.

(10) "Grievance" means a dispute concerning the application or interpretation of the terms of an agreement.

(11) "Impasse" means failure of the public employer and an exclusive representative to achieve agreement in the course of collective bargaining.

(12) "Mediation" means assistance by an impartial third party to reconcile a dispute arising out of collective bargaining through interpretation, suggestion, and advice.

(13) "Professional employee" means a public employee whose work is predominantly nonroutine and intellectual in character and who is employed to teach or render professional services at least equivalent to 12 semester hours per semester.

(14) "Public employee" means an employee employed by the public employer except:

(i) Employees involved directly in the determination of policy:

(ii) Supervisory or confidential employees; and

(iii) Student assistants.

(15) "Public employer" means the board of trustees of Montgomery Community College.

(16) "Strike" means a public employee's refusal, in concerted action with others, to report for duty, or willfull absence from the position, or stoppage of work, or abstinence in whole or in part from the proper performance of the duties of employment, for the purpose of inducing, influencing, or coercing a change in the wages, hours, or other terms and conditions of employment.

(17) "Supervisory employee" means a public employee having authority in the interest of the employer: (i) to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees; or (ii) to direct employees responsibly; or (iii) to adjust employee grievances; or (iv) to recommend effectively the action, set forth in subparagraphs (i), (ii), or (iii) of this paragraph, if the exercise of this authority is not merely of a routine or clerical nature, but requires the exercise of independent judgment. Department chairmen may not be considered supervisory employees for the purposes of this section, unless the department chairmen clearly perform the functions in this paragraph.

(B) The public employer shall determine whether a public employee is to be considered a public employee for collective bargaining purposes. Either party or an employee organization may appeal the determination to the commissioner for a final and binding decision.

(C) Upon receipt of a petition for an election for exclusive representative, the commissioner shall investigate the petition for purposes of verification and validation, and conduct a public hearing, receive written and oral testimony, and thereafter file an order defining the most appropriate bargaining unit. There shall be no more than two professional units. In defining a bargaining unit, the commissioner shall consider, in addition to other relevant factors, the efficiency of operations of the public employer, the effect of over-fragmentation of bargaining units of the efficient administration of the public employer, the community of interest of public employees,

and the administrative structure of the public employer. The commissioner may not find any unit appropriate that includes both professional and nonprofessional employees unless a majority of each group votes for inclusion therein.

(D) (1) After October 1, 1978, an election for exclusive representative shall be conducted by the commissioner for each unit after the requirements of subsection (B) and subsection (C) of this section have been met by that unit.

(2) A petition for an election may be submitted by:

(i) An employee organization demonstrating that 30 percent of the employees in a bargaining unit wish to be represented for collective bargaining by an exclusive representative;

(ii) A public employee, a group of public employees, or an employee organization demonstrating that 30 percent of the employees assert the designated exclusive representative is no longer the representative of the majority of employees in the unit; or

(iii) The public employer demonstrating that one or more employee organizations has presented to it a claim, supported by substantial proof, to be certified as the exclusive representative, and the commissioner finds, on investigation of the petition, that a valid question of representation exists.

(3) There shall be on the ballot:

(i) The name or names of the employee organization submitting the valid petition;

(ii) The name of any other employee organization or organizations designated on a valid petition signed by more than 10 percent of the employees in the appropriate bargaining unit;

(iii) A provision for "no representation".

(4) In any election where none of the choices on the ballot receives a majority of the votes cast, a runoff election shall be conducted, with the ballot providing for a selection between the two choices receiving the highest number of ballots cast in the election. An employee organization receiving a majority of votes cast in an election shall be certified by the commissioner as the exclusive representative for collective bargaining purposes. An employee organization may not be certified as an exclusive representative, except pursuant to the provisions of this section.

(5) All elections shall be conducted (1) by secret ballot and (2) by the commissioner or his designee.

(6) Elections may not be conducted in any unit within which a valid election has been held within the preceding two (2) years.

(E) (1) The public employer shall extend to an employee organization certified as exclusive representative the right to represent the public employees of the unit involved in collective bargaining and in the settlement of grievances.

(2) An employee organization certified as the exclusive representative shall serve as the bargaining agent for all public employees in the bargaining unit. The organization shall represent fairly and without discrimination all public employees in the unit without regard to whether the employees are members of the employee organization.

(3) Every employee organization which has or seeks certification as an exclusive representative shall file with the public employer and the commissioner, a copy of the employee organization's constitution and bylaws. All changes and amendments to the consititution and bylaws shall be promptly reported.

(4) Every employee organization shall file with the public employer and the commissioner an annual report. It shall include a financial report signed by its president and treasurer or corresponding principal officers containing information in such detail as necessary accurately to disclose its financial condition and operations.

(5) The constitution or bylaws of every employee organization shall provide that:

(i) It shall include a pledge that the organization will accept members without regard to age, race, sex, religion, marital status, or national origin.

(ii) Accurate accounts of all income and expenses be kept, and an annual financial report be prepared. The accounts shall be open for inspection by any member of the organization, and loans to officers and agents shall be made only on terms and conditions available to all members;

(iii) Periodic elections by secret ballot be subject to recognized safeguards concerning the equal right of all members to nominate, seek office, and vote in the elections;

(iv) Individual members have the right to participate in the affairs of the organization; and

(v) Procedures in disciplinary actions are fair and equitable.

(6) An employee organization that has not filed an annual report or whose constitution and bylaws do not conform to the requirements of subsection (E) (5) may not be or remain certified for the purpose of negotiating with the public employer.

(F) (1) It is declared to be in the public interest that, in the course of collective bargaining, the public employer and the exclusive representative make every reasonable effort to conclude negotiations prior to the

budget submission date of the public employer, in order that the appropriate legislative body may act on the operating budget of the employer.

(2) (i) If in the course of collective bargaining a party deems that an impasse exists, that party may request the services of the commissioner in mediation or engage another mutually agreed upon mediator.

(ii) The parties by mutual agreement may engage in fact finding. If there is not mutual agreement, either party, after a reasonable period of mediation, may petition the commissioner to initiate fact finding. The commissioner upon considering the status of bargaining and the budget schedule of the public employer may find that an impasse exists, and may notify the parties that fact finding is to be initiated. The public employer and the exclusive representative may select their own fact finder. If the parties have not selected their own fact finder within five (5) days of the required notification, the commissioner shall submit to the parties the names of five qualified persons. Each party alternately shall strike two names from the list. The order of striking shall be determined by lot. The remaining indivdual shall be the fact finder. The fact finder selected by the parties shall conduct hearings and may administer oaths. The fact finder shall make written findings of fact and recommendations for resolution of the impasse. No later than thirty (30) days from the date of appointment the fact finder shall transmit the findings to the public employer and the exclusive representative. If the impasse continues ten (10) days after the report is submitted to the parties, the report shall be made available to the public.

(iii) Costs of fact finding shall be borne equally by the parties.

(3) Public employees may not engage in a strike.

(4) If a strike of public employees occurs in Montgomery County, a court of competent jurisdiction may, upon request of the public employer, enjoin the strike.

(5) A public employee may not receive pay or compensation from the public employer for any period during which the public employee is engaged in a strike.

(6) If an employee organization certified as an exclusive representative engages in a strike, its certification as exclusive representative shall be revoked by the commissioner, and that employee organization or any other employee organization which engages in a strike shall be ineligible to be certified as an exclusive representative for a period of one (1) year following the end of the strike.

(G) (1) A written agreement shall be executed by the public employer and the exclusive representative incorporating any matters of agreement reached on wages, hours, and other terms and conditions of employment.

(2) A collective bargaining agreement may include a provision for the arbitration of grievances arising under an agreement.

(3) A collective bargaining agreement may not include matters relating to the employees' or teachers' retirement systems as set forth in the *Annotated Code of Maryland*. However, this provision does not exclude discussion of the terms of the retirement systems in the course of collective bargaining.

(4) The terms of the agreement shall supersede any conflicting rules, regulations, and administrative policies of the public employer.

(5) Any request for funds necessary to implement the agreement shall be submitted by the public employer in a timely fashion for consideration in the budget process of the county.

(6) If the request for funds necessary to implement the agreement is reduced, modified, or rejected by the governing body of Montgomery County either party to the agreement may, no later than twenty (20) days after final budget action by the governing body, reopen the agreement.

(H) The public employer has the right (1) to determine how the statutory mandate and goals of the college, including but not limited to the functions and programs of the college, its overall budget and its organizational structure, are to be carried out; and (2) to direct the personnel.

(I) (1) Public employees have the right of self-organization to form, join, or assist any employee organization, to bargain collectively through representatives they have chosen, and to engage in other lawful concerted activities for the purpose of collective bargaining and also shall have the right to refrain from any or all of these activities.

(2) Any public employee or group of public employees has the right at any time to present grievances arising under the terms of the agreement to the public employer and to have the grievances adjusted without the intervention of the exclusive representative. The public employer has the duty to hear those grievances and participate in their adjustment. However, the adjustment may not be inconsistent with the terms of a collective bargaining agreement then in effect. The public employer shall give prompt notice of all adjustments to the exclusive representative.

(3) The public employer and a public employee organization shall not interfere with, intimidate, restrain, coerce, or discriminate against public employees because of the exercise of their rights under subsection (1) and (2) hereof.

(J) The authority granted by this section, any procedures adopted and any decision, action, or agreements made pursuant to it shall expire should a subsequent public general law on collective bargaining generally applicable to the communty colleges become effective.

(K) Except as provided in this section, the enactment of this section shall not be construed to make the provisions of the Maryland labor laws contained in Article 89 and Article 100 applicable to employment at Montgomery Community College.

§ 16-511. SITE SELECTION IN MONTGOMERY COUNTY.

(A) Request; Specifications.

(1) Before it acquires any real property for a community college, the board of community college trustees for Montgomery County shall make a written request to the commission or agency responsible for county land use planning for that commission's confidential recommendations of appropriate sites.

(2) In its request, the board of trustees may request the commission to consider any sites the board designates.

(3) The commission shall recommend sites that:

(i) Meet the college's needs;

(ii) Comply with State regulations; and

(iii) Conform as far as practical with the land use plans of the county.

(B) Recommendations of Commission.

(1) Within 45 days after it receives a request from the board of trustees, the commission shall send its written recommendations for sites to the board of trustees.

(2) If the board is unable to agree on a site from among the commission's recommendations, the board shall advise the County Council in writing of this fact and the Council may request that the commission reconsider the matter and resubmit recommendations for action by the board.

(C) Submission to County Council.

(1) The board of trustees shall select a preferred site and rank the other sites recommended by the commission in the order of their suitability and submit its ranking to the County Council. The board may specify certain sites as unsuitable.

(2) The County Council shall approve or disapprove the board's selection within 45 days. If the County Council disapproves the preferred site:

(i) The County Council shall indicate in writing its reasons; and

(ii) The board shall select a different site from the ranking and resubmit it to the County Council.

(D) Acquisition of Site.

If the County Council approves a site, the board may proceed with acquisition as provided by law.

§ 16-512. PRINCE GEORGE'S COUNTY BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Prince George's County consists of eight (8) members.

(B) Selection; Qualifications; Term.

(1) Seven (7) of the members shall be appointed by the Governor with the advice and consent of the Senate.

(2) One of the members shall be a regularly enrolled student in good standing at Prince George's Community College. The student member shall:

(i) Be a resident of Prince George's County;

(ii) Be elected by the student body of the community college in the same manner as other student government officers are elected; and

(iii) Have the qualifications required to be student body president of Prince George's Community College; and

(iv) Serve for a term of one (1) year beginning July 1 and ending June 30 and if a vacancy occurs during this period, a special election shall be held to elect a successor for the remainder of that term.

(C) Cost of Election of Student Member.

The cost of any election shall be paid by the student government.

§ 16-513. LEASE OF PROPERTY TO PRIVATE PERSONS IN PRINCE GEORGE'S COUNTY.

(A) In General.

Except for rentals of property under impartial policies that establish fees for various classes of renters, the board of trustees of Prince George's Community College may not lease any property to any private person unless it complies with this section.

(B) Advertisement.

(1) The board of trustees shall advertise at least two (2) weeks before the bids are due in one or more newspapers published in Prince George's County.

(C) Award of Lease.

The lease shall be awarded to the highest responsible bidder and conform to any qualifications set by the board of trustees.

§ 16-514. SCHOLARSHIPS IN PRINCE GEORGE'S COUNTY.

(A) Established.

There is a program of county scholarships for not more than 200 students at Prince George's Community College.

(B) Basis of Award.

The county scholarships shall be awarded by the community college on the basis of:

(1) Academic merit; and

(2) Financial need.

(C) Amount of Award.

Each scholarship shall pay for tuition for one (1) year.

(D) Funding.

Each year the Prince George's County Executive shall include money for the county scholarships in the county budget.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
GENERAL POLICIES AND BYLAWS

GENERAL POLICIES

13.51.01 General Policies for the Operation of Community Colleges

Statutory Authority: Education Article, § 16-104. *Annotated Code of Maryland* (1978).

Community colleges established and maintained under the Education Article of the *Annotated Code of Maryland* (1978) shall operate in accordance with the General Policies of the State Board for Community Colleges as adopted by the Board and shown below.

.01 Coordination, Standards, and Data Submission.

A. The State Board for Community Colleges shall serve as the operational point of contact with regard to all State-level matters involving community colleges.

B. The State Board for Community Colleges shall publish annually a Statewide Master Plan for Community Colleges which shall guide State-level decision making relative to proposed new instructional programs, capital development, and State finance of community college operating costs.

C. In regard to degree or certificate programs, each community college shall adhere to the *Minimum Requirements for Degree-Granting Two-Year Colleges* adopted by the State Board for Higher Education and as amended from time to time.

D. Each community college shall act in accordance with requirements of the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State* and with applicable State and federal laws and regulations relating to equal opportunity.

E. Each community college shall submit data in a form and in accordance with a schedule prescribed by the State Board for Community Colleges.

(1) The State Board for Community Colleges shall coordinate requests with the State Board for Higher Education and other agencies in order to consolidate requests and reduce the amount of data required.

(2) Each data request of the State Board for Community Colleges shall state the need for data in order to reflect clearly the basic problem or issue being addressed.

(3) The State Board for Community Colleges shall make reasonable efforts to furnish a brief summary of the aggregate data within six months of receipt of the data.

(4) Except for emergency circumstances, the State Board for Community Colleges shall not change existing forms or institute new forms without providing adequate time for modifications to data collection systems.

.02 Admission and Transfer of Students.

A. Admission to a community college shall be open to:

(1) All high school graduates;

(2) Holders of high school equivalency certificates or equivalency diplomas;

(3) Any person 16 years old or older who has graduated from or left elementary or secondary school.

B. Students shall be admitted to a community college although not necessarily to a specific program selected by a student.

C. A community college may serve high school junior and senior year students in accordance with policies established by the board of trustees in coordination with the county board of education.

D. Each community college shall adhere to the "Student Transfer Policies" established for public institutions by the State Board for Higher Education.

.03 Community College Degree and Certificate Programs.

A. Each community college shall develop and submit proposals for new instructional programs in a format and in accordance with a schedule prescribed by the Board and contained in the *Maryland Community College Program Proposal Manual*. Proposals shall be reviewed by the staff and submitted to the Board with a staff recommendation for Board action. If endorsed by the Board, the proposal shall be transmitted to the State Board for Higher Education for approval, and no proposal shall be implemented without prior approval of the State Board for Higher Education. The Board will provide its comments, if any, to the college president, with a copy to the chairman of the board of trustees.

B. Each community college shall develop and submit proposals for designation of instructional programs as "regional" or "Statewide" programs in a manner prescribed by the Board and contained in the *Maryland Community College Program Proposal Manual*. Proposals shall be reviewed by the staff and submitted to the Board with a staff recommendation for Board action.

C. Each community college shall develop and submit proposals for the discontinuance of existing instructional programs in a manner prescribed by the Board. Proposals shall be reviewed by the staff and submitted to the Board with a staff recommendation for Board action. If endorsed by the Board, the proposal shall be transmitted to the State Board for Higher Education for approval, and no program shall be discontinued without prior approval of the State Board for Higher Education.

D. Each community college shall perform qualitative assessments of instructional programs identified by the Board through quantitative assessment as specified in the *Maryland Community College Program Evaluation System*. A community college may evaluate other instructional programs as it deems appropriate.

E. A community college may not offer upper division programs leading to baccalaureate or higher degrees.

F. Each community college shall develop and maintain on open file a general outline and set of objectives for each course offered.

.04 Community College Finance.

A. The State Board for Community Colleges shall annually submit its operating and capital budget requests in accordance with procedures prescribed by the Board and contained in the *Financial Guidelines and Procedures Manual* and the *Community Colleges Facilities Manual*, respectively.

B. Each community college shall prepare its annual operating budget in accordance with law and with procedures prescribed by the Board in its *Financial Guidelines and Procedures Manual*. A copy of the approved budget shall be submitted to the State Board for Community Colleges by July 1.

C. Each community college shall submit annually a signed financial and enrollment audit in accordance with auditing guidelines adopted by the Board. These guidelines appear below.

(1) Legal Basis for the Audit

(a) Title 16, Section 409 of the Education Article of the *Annotated Code of Maryland* (1978) provides that each community college in the State shall have an annual

audit of ". . . its book of accounts, accounting procedures and principles, and other fiscal and operational methods and procedures in accordance with guidelines as prescribed by the State Board for Community Colleges." The audit is to be conducted by an independent certified public accountant, and the cost of such an audit shall be the responsibility of each community college.

(b) An annual audit performed by an official audit of any county or Baltimore City shall satisfy the annual audit requirement if it otherwise meets the requirements of the Statutes and these guidelines and if the official auditor is approved by the State Board for Community Colleges with the concurrence of the Legislative Auditor. These guidelines do not prohibit an official auditor of any county or city which supports a community college from conducting a periodic or specific audit necessary to fulfill the audit requirements of a county or city.

(c) The Legislative Auditor of the State of Maryland may, upon his own initiative, perform the required annual audits. The Legislative Auditor must, however, give notification of his intent to perform the annual audit of any community college before the start of the fiscal year to be audited. The cost of such an audit is the responsibility of each community college.

(d) The Legislative Auditor of the State of Maryland may be directed to undertake special audits of any community college by the Joint Budget and Audit Committee of the General Assembly. Such audits will be conducted at State expense.

(2) Selection of the Independent Certified Public Accountant

(a) The selection of the independent certified public accountant who will conduct the audit is the responsibility of the local board of trustees for each community college.

(i) The experience of the independent certified public accountant in auditing educational institutions shall be considered.

(ii) The arrangements made with the independent certified public accountant shall be in writing, shall specify that these guidelines will be followed, and shall be approved in advance by the college's board of trustees. Each board of trustees is urged to either enter one-year-only agreements, or to provide for a

cancellation privilege in the event that the Legislative Auditor exercises his initiative to perform the required annual audits.

(iii) The independent certified public accountant shall determine the nature and extent of the review required to render an opinion and limitations shall not be placed on the audit which would force the independent certified public accountant to render a qualified opinion.

(b) The independent certified public accountant shall be aware that the Maryland State Board for Community Colleges relies heavily upon the reports of independent certified public accountants in its administration of State aid to community colleges. Most importantly, the State Board for Community Colleges treats these reports as an independent and objective assessment of the full-time equivalent student enrollment and the cost per full-time equivalent student at each community college, the two most important factors determining the dollar flow of State aid to community colleges. The independent certified public accountant shall be aware of the reliance that the State Board for Community Colleges places upon him in the administration of its public trust, and he shall exercise his professional responsibilities in such a way as to aid the State Board for Community Colleges in the successful administration of this trust.

(3) Audit Requirements

(a) It is not the purpose of these guidelines to establish a detailed audit program to be followed in order to arrive at an opinion as to the fairness of the financial statements of the community college. Rather, the independent certified public accountant is required to exercise professional judgment and to employ generally accepted auditing standards in conducting his audit of the community colleges. The report which results from his examination of the financial statements of the community college shall state that his examination was made in accordance with generally accepted auditing standards and his opinion shall state whether the financial statements present fairly the financial position of the community college and the changes in fund balances and the current funds revenues, expenditures, and other changes in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year. The examination shall include such tests of the accounting and enrollment records and such other auditing procedures which are

necessary to form an opinion so that a disclaimer of an opinion will not result because of a lack of the application of tests and auditing procedures, unless sufficient, competent, evidential matter is not available.

(b) The audit of the community college shall be conducted in accordance with the American Institute of Certified Public Accountants Industry Audit Guide: *Audits of Colleges and Universities.* Community colleges may, however, report encumbrances as liabilities/expenditures (expenses) as provided for in the American Institute of Certified Public Accountants Industry Audit Guide: *Audits of State and Local Governmental Units.* Also, community colleges in Maryland account for expenditures within the funds the functional areas provided in the statutes in the *Accounting Manual for Community Colleges in Maryland.*

(c) The requirements imposed upon independent certified public accountants for disclosure in the financial statements of community colleges can be found in the various *Statements on Auditing Standards* issued by the American Institute of Certified Public Accountants.

(d) In addition to the audit report, the independent certified public accountant is required to write a management letter (or similar communication) to the college which contains the auditor's recommendations for improvement of internal controls along with any other comments, suggestions, and recommendations deemed appropriate for the betterment of the college's operations. Copies of the auditor's management letter and the college's response to each item in the management letter shall be filed with the State Board for Community Colleges.

(e) In addition to issuing his report on the formal financial statements which he addresses to the board of trustees of the community college, the independent certified public accountant shall also issue his report on the SBCC-CC-4 (Annual Financial Report to the Maryland State Board for Community Colleges) which is a special purpose report needed by the State Board for Community Colleges to fulfill its responsibilities in administering State aid to community colleges. The independent certified public accountant shall render his report on the scope of his examination of the SBCC-CC-4 and express his opinion as to the fairness of the Summary Statement of Revenues and Expenditures and the enrollment data. Explicit references in the scope and opinion sections are required with regard to

enrollment data. The opinion section of the report shall indicate whether or not the principles and procedures governing the interrelationship between the current unrestricted general fund and the auxiliary enterprise fund result in a fair presentation of the current unrestricted general fund revenues and expenditures. The independent certified public accountant shall also prepare a reconciliation of any differences in total current general unrestricted revenues as shown in the SBCC-CC-4 and those same revenues as shown in his formal report to the board of trustees, as well as a reconciliation of any differences in total current general unrestricted expenditures as shown in the SBCC-CC-4 and those same expenditures as shown in his formal report to the board of trustees of the community college. For purposes of expressing an opinion on the SBCC-CC-4, the independent certified public accountant shall be aware of the following:

(i) Full-time equivalent student enrollment shall be audited with the same diligence as applied to the financial statements, i.e., the general standards and standards of field work apply to the enrollment audit. The specific tests of the enrollment records and the auditing procedures to be applied to the enrollment records are the responsibility of the independent certified public accountant.

(ii) Full-time equivalent students equal total student credit or equated credit hours generated in a fiscal year divided by 30.

(iii) Full-time equivalent enrollment is measured as of the end of the third week of classes each semester and after 20 percent of the time has lapsed for shorter sessions.

(iv) Full-time equivalent enrollment in credit or equated credit courses which continue for a period of time which is more than or less than a semester must be measured at a point in time which is 20 percent of the total course time.

(v) Students must be classified by their geographic area of residence to insure that out-of-state students do not enter into the computation of full-time equivalent students for State aid purposes.

(vi) Full-time classified employees of the community college may enroll during their nonworking hours without tuition charge. Such employees shall not be included in the computation of full-time equivalent students for the purposes of State aid.

(vii) If permitted by the board of trustees of a community college, any resident of this State who is 60 years old or older who enrolls in any class at the community college that has at least ten or is being continued with less than ten regularly enrolled students is exempt from payment of tuition and shall be counted in computing full-time equivalent enrollment.

(viii) Full-time equivalent enrollment is to be reported to the State Board for Community Colleges within the fiscal year in which the courses are taught.

(ix) A community college must receive prior approval from the Maryland State Board for Community Colleges before entering into a contractual agreement with any organization or institution which offers instruction leading to the generation of credit which shall be submitted for State aid.

(x) When State or federally funded contracts and/or grants pay for program and/or course costs, State aid will not be paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract (effective July 1, 1978).

(xi) Reference shall be made to the *Continuing Education Manual, Guidelines for the Determination of Geographical Residency Status by Maryland Community Colleges*, and the *Financial Guidelines and Procedures Manual* of the Maryland State Board for Community Colleges for other policies and procedures concerning full-time equivalent enrollment.

(xii) There is a clear distinction between the State's participation in support of current expenses and in support of construction projects; and this distinction shall be maintained in the college's accounts and reports.

(xiii) "Transfer" expenditures shall be included in adjusted current unrestricted operating expenditures only if the nature of such a transfer coincides with the definition of an expenditure defined as a current general unrestricted fund expenditure.

(xiv) Encumbrances representing outstanding purchase orders and other formal commitments for materials and services not received as of June 30 may be reported as expenditures if specifically approved for purchase in the community college's budget. Encumbrances must be substantiated by written and approved purchase orders or contracts for the future delivery of goods or services. Cancellation of a prior year's encumbrance or

any portion thereof shall be treated as an expenditure reduction in the year canceled.

(xv) Retirement plan premium expenditures which are reimbursed by the State for employees on the Optional Retirement program (TIAA-CREF) are to be treated in such a manner so that they do not become a part of the adjusted current unrestricted operating expenditures of the college.

(xvi) Debt service for construction projects paid by or for the community college does not constitute a part of the cost per full-time equivalent student nor does it enter into the computation of the respective shares of contribution by the State, student, or county to the cost of current operations.

(4) Filing Requirements

(a) Three copies of the SBCC-CC-4 shall be filed with the State Board for Community Colleges by October 1 for the fiscal year ending the previous June 30. The copies shall be accompanied by a transmittal letter signed by the President of the community college which indicates that he is aware of the contents of the report.

(b) Three copies of the formal audit report addressed to the board of trustees of the community college, three copies of the related management letter, and three copies of the college's response to the management letter must be filed with the State Board for Community Colleges by November 1 for the fiscal year ending the previous June 30.

(c) The State Board for Community Colleges will forward copies of the required reports to the Legislative Auditor to fulfill the requirements of the statutes.

(d) The written agreement entered into between the board of trustees of the community college and the independent certified public accountant shall make ample allowance for the completion of the field work and the preparation and filing of the required reports by October 1 and November 1 of each year. The State Board for Community Colleges staff may, for good cause, grant an extension of time to complete the audit and file the required reports and the management letter. Normally an extension of time is not granted for the SBCC-CC-4 report.

(i) A written request for an extension of time to file the required reports and the management letter shall be

received by the staff of the State Board for Community Colleges prior to the original due date.

(ii) A request for an extension of time may be considered provided that detailed reasons are stated that indicate why the reporting deadline cannot be met; the request indicates the estimated date the audit will be completed and the report filed; and the request is signed by the President of the community college.

(5) Effective Date

(a) These guidelines, effective July 1, 1978, are required for all fiscal years beginning after this date.

D. Each community college shall submit annually by a date prescribed by the Board, a report containing personnel detail, including salary schedules.

E. The State Board for Community Colleges shall notify each county which supports a community college of its mandated share of community college operating expenses.

F. The State Board for Community Colleges shall certify to the State Comptroller the amount of State aid for community colleges due each board of trustees as required by law.

G. A community college may not enter into a contractual agreement with any organization or institution which offers instruction resulting in credit or equated credit submitted for State aid to community colleges without the prior approval of the State Board for Community Colleges.

H. When State or federally funded contracts or grants pay for program or courses costs, State aid will not be paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract. A community college may request the State Board for Community Colleges to make specific exceptions to this policy.

I. A community college shall not submit for State reimbursement credits awarded to students for satisfactory completion of standardized tests of college-level performance, competency, or aptitude. As used in this policy, standardized test means those tests distributed by external agencies for determining academic equivalence of knowledge and/or skills. Standardized tests do not include departmental or other examinations developed and administered by the institution.

J. A community college shall not submit for State reimbursement credits awarded to students for work experience or life experience which do not require direct college instruction or supervision.

.05 Continuing Education.

A. Except as otherwise provided, all policies of the Board shall be equally applicable to credit programs and continuing education courses.

B. Each community college shall adhere to the guidelines and procedures specified below by the Board and in accordance with the schedule and format contained in the *Continuing Education Manual*.

(1) Enrollment information shall be submitted to the Board for all noncredit courses taught by the community colleges during each fiscal year.

(2) Continuing education courses shall be approved for State funding based upon a review by the State Board for Community Colleges of course titles, descriptions, and objectives.

(3) Continuing education courses which are approved for State funding shall be conducted in accordance with the approved description and objectives and must be advertised consistently under the title approved by the Board.

(4) Continuing education courses shall be taught for a minimum of five contact hours to be eligible for State funding.

(5) Recreational courses may not be approved for State funding.

(6) Approval for State funding of a continuing education course shall be for a period of not less than two fiscal years unless the college has been otherwise notified in writing by the State Board for Community Colleges.

(7) New submission and evaluation criteria for State funding may not be applied retroactively to approved continuing education courses.

(8) Student enrollment records for continuing education courses shall be retained by the colleges for a period of not less than five years.

(9) When two or more community colleges jointly sponsor a continuing education course, participating students shall be enrolled, recorded, and registered by the institution which will ultimately submit them for State funding.

(10) All students enrolled in continuing education courses approved for State funding shall pay tuition and/or fees unless otherwise permitted by State law.

(11) Community colleges may not receive State funding for students under 16 years of age enrolled in continuing education courses.

(12) High school students concurrently enrolled in continuing education courses which are part of their high school curriculum may not be submitted for State funding.

(13) Community college employees who are enrolled in continuing education courses on a tuition-free basis, either through tuition waiver, tuition payment reimbursement, or by direct finance of the course work by individual college departments, may not be submitted for State funding.

(14) Instruction in continuing education courses shall involve direct faculty and student contact.

(15) Procedures governing payments to the community colleges are contained in the State Board for Community Colleges *Financial Guidelines and Procedures Manual*.

.06 Community College Facilities.

A. Each community college shall develop and submit capital construction projects for State participation in accordance with guidelines and procedures prescribed by the Board and contained in the *Maryland Community Colleges Facilities Manual*.

B. The State Board for Community Colleges shall establish annually a revised capital construction project priority list.

C. In conjunction with the State Board for Higher Education, the State Board for Community Colleges shall establish annually enrollment projections to be used by community colleges to prepare capital construction projects.

D. Prior to submitting educational specifications for new capital projects, a community college shall submit to the State Board for Community Colleges a letter of intent and program proposal for any new instructional program to be housed in the proposed facility. Proposals for new instructional programs shall be submitted in accordance with Policy .03 A.

E. For purposes of determining the statutory limit on State financial participation in community college capital construction projects, the proposed capacity of the community college in number of students shall be the approved projected ten-year full-time equivalent enrollment as adopted by the Board.

.07 Community College Boards of Trustees.

A. Each board of trustees shall forward to the State Board for Community Colleges copies of the agenda and approved minutes for each board meeting.

B. Each board of trustees shall submit to the State Board for Community Colleges, for informational purposes only, current college policies for the employment and retention of faculty and staff.

C. Each board of trustees shall submit to the State Board for Community Colleges, for informational purposes only, its current procedures for the evaluation of faculty and staff.

.08 Foundations. [RESERVED]

.09 Tuition Waiver for Faculty, Staff, and Dependents.

A. If permitted by policy of the board of trustees, any full-time faculty or staff member, or any of their dependents, may enroll in any class on a space-available basis without payment of tuition.

B. A board of trustees may limit the conditions under which individuals may enroll without payment of tuition or the total number of classes in which they may enroll during a term.

C. Persons who enroll without payment of tuition because of their status as employees or dependents of employees may not be counted in the computation of full-time equivalent students for purposes of State funding.

D. Persons who are full-time classified employees of the community college shall meet the conditions specified in § 16-205(A) of the Education Article, the *Annotated Code of Maryland* (1978).

E. In lieu of direct tuition waiver, a community college may accomplish the purposes of this section by tuition deferment or tuition reimbursement so long as no person so treated is included within the computation of full-time equivalent students for purposes of State funding.

.10 Determination of Geographic Residency of Students. [RESERVED]

BYLAWS

Article I. Meetings

1 - Regular Meetings. The Board shall meet regularly and, as far as practicable, on the second Thursday of each month; but the date for any regular meeting may be changed by the majority of those voting at any previous regular meeting. All meetings of the Board shall be held in the State of Maryland.

2 - Special Meetings. A special meeting of the Board may be called at any time by the chairman, the vice-chairman, or any three members upon request in writing delivered to the secretary who shall forthwith cause written notice thereof to be made in accordance with section 4 of this article. Any such special meeting shall be held at such place within the State of Maryland as may be designated from time to time by the Board. The Board shall keep full and fair accounts of its transactions; and copies of the minutes of each regular and special meeting shall be promptly mailed to each member. Copies of all regular or special meeting minutes shall be made available to the public by request.

3 - Executive Meetings. An executive meeting may be called at any time by the chairman, vice-chairman, or any three members upon request. The Board shall keep full and fair accounts of its transactions and copies of the minutes shall be mailed only to Board members unless otherwise designated by the Board chairman.

4 - Notice of Meetings. Notice of the place, day, and hour of each regular and special meeting shall be given in writing to each Board member three days (or more) before the meeting by delivering the same to him personally; by telephone; by sending the same to him by telegraph; by leaving the same at his residence or usual place of business; or, in the alternative, by mailing such notice five days (or more) before the meeting, first class postage prepaid, and addressed to him at his last known post office address according to the records of the Board. Any meeting of the Board, regular, executive, or special, may adjourn from time to time to reconvene at the same or some other place and no notice need be given of any such adjourned meeting other than by announcement at the meeting at which the adjournment takes place.

5 - Quorum. At all meetings of the Board, five members shall constitute a quorum for the transaction of business. Except in cases in which it is by law, by these Bylaws, or by the rules and regulations adopted by this Board in accordance with law, otherwise provided, the affirmative vote of a majority of the members present at a duly constituted meeting shall be sufficient to elect and to pass any measure. In the absence of a quorum, the members present by majority vote and without notice other than by announcement may adjourn the meeting from time to time until a quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally provided, noticed, or consented to.

In the absence of a meeting, at the request of the executive director and concurrence of the chairman, the Board may be polled by telephone or by mail for a majority vote on business transactions. Actions taken by mail or telephone must be ratified at the next meeting of the Board.

6 - Agenda. The executive director shall, in consultation with the chairman, prepare the agenda for each meeting of the Board and distribute it in advance with the notice of the meeting. Items may be added to the agenda at the meeting by a vote of the majority of the Board. Persons other than Board members wishing to place items on the agenda of the Board meeting shall notify the executive director in writing no later than 48 hours in advance. Agenda items requested by persons other than Board members shall be placed on the agenda if approved by the executive director in consultation with the chairman.

Article II. Officers

1 - Officers. The Board shall choose from among its members a chairman and a vice-chairman. The executive director shall serve as secretary-treasurer to the State Board for Community Colleges.

2 - Term. Election of the chairman and vice-chairman shall take place at the regular meeting in June of each year. Officers shall take office immediately following the election. An individual may be elected to any number of terms. Any vacancy in any of the above offices may be filled by the Board at any regular or special meeting.

3 - Chairman. The chairman shall preside at all meetings of the Board, shall call special meetings of the Board as he deems it necessary, and shall sign all necessary legal documents approved by the Board. He may appoint such committees as he or the Board deems necessary.

4 - Vice-Chairman. The vice-chairman, at the request of the chairman, in his absence, or during his inability to act, shall perform the duties and exercise the functions of the chairman and when so acting shall have the powers and perform such other duties as may be assigned to him by the Board or the chairman.

5 - Secretary. The executive director, as secretary, shall be responsible for keeping the minutes of the meetings of the Board. He shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law; he shall be custodian of the records of the Board; and, in general, he shall perform all duties incident to the office of a secretary of a board and such other duties as from time to time may be assigned to him by the Board or chairman.

6 - Treasurer. The executive director, as treasurer, shall have charge of and be responsible for all funds, receipts, and disbursements of the Board. He shall render to the chairman and the Board, whenever requested, an account of the financial condition of the Board; and, in general, he shall perform all the duties incident to the office of treasurer of a board of a corporation and other such duties as may be assigned to him by the Board or the chairman.

7 - Removal. Any officer of the Board may be removed as an officer of the Board, with or without cause, by vote of a majority of the entire Board at any regular meeting or at any special meeting called for that purpose.

Article III. Amendments.

1 - Amendments. Any and all provisions of these Bylaws may be altered or repealed and new Bylaws may be adopted at any regular meeting of the members or at any special meeting called for that purpose upon the affirmative vote of a majority of the entire Board.

DEFINITIONS

Career program - A program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs.

Community service - Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education - Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supported and some are State-assisted.

Course - Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education - Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Education - The development of mind, body, and character through study and instruction.

Efficiency - The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access - The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent student (FTE) - Total credit and equated credit hours divided by 30 (used in financial planning).

Full-time day equivalent student (FTDE) - The number of full-time credit students plus one third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

Goal - An end or aim that an organization strives to attain; goals are more specific than the mission and less specific than objectives.

Liberal arts - The core of knowledge and values that represents the accumulated wisdom of society and which enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division - Credit courses that are typically taught in the first two years at four-year colleges and universities.

Mission - The overall task of an organization stated in broad terms.

Objective - A specific desired result in support of a goal; objectives are usually measurable and stated with a deadline.

Program (credit) - A planned series of courses leading to a certificate or degree.

Quality - Community colleges that are characterized by a high rate of student goal achievement; effectiveness and productivity among faculty and staff; and excellent counseling, physical, and learning resources.

Remedial education - Courses and/or services designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, and mathematics.

Student - An enrolled person who is at least 16 years of age and who has graduated from or left elementary or high school.

Credit students are admitted to a college although not necessarily to a specific program. Community colleges also serve high school students in cooperation with policies established with local public school systems.

Student services - Programs and activities which help students, individually and in groups, take full advantage of the opportunities offered in the academic community.

Transfer program - A credit program designed to prepare students for entry into four-year colleges and universities.

SELECTED STATISTICAL DATA
MARYLAND COMMUNITY COLLEGES

Information in this appendix is compiled from a series of reports submitted to the State Board for Community Colleges by the colleges. The Board commends the HEGIS report coordinators in each college for their assistance.

	1977	1978	Percent Change
CREDIT STUDENTS - FALL TERM			
Total enrollment	84,887	86,076	1%
Full-time	29,278	27,748	- 5
Part-time	55,609	58,328	5
Men	37,497	37,064	- 1
Women	47,175	48,853	4
First-time any college	30,886	32,929	7
Transfer programs	35,142	36,051	3
Occupational programs	33,290	32,723	- 2
Undeclared program	16,455	17,302	5
Asian	837	1,222	46
Black	16,109	16,230	1
Hispanic	597	949	59
Indian	197	253	28
White	61,087	63,589	4
Foreign	1,510	1,209	-20
Other/Race Unknown	4,550	2,624	-42
In-County	74,587	74,550	-
Out-of-County	7,291	8,674	19
Out-of-State, Foreign, Unknown	3,009	2,852	- 5
Median age	NA	23.2	
Average age		27.1	
Age 15-19		20,581	
Age 20-29		38,166	
Age 30-39		16,018	
Age 40-99		9,840	
Average credit load	NA	7.90	

	1977	1978	Percent Change
GRADUATES - FISCAL YEAR			
Total graduates	7,102	7,459	5%
Transfer AA programs	3,049	2,910	- 5
Occupational AA degrees	3,325	3,691	11
Certificates	728	858	18
NONCREDIT STUDENTS - FALL TERM[1]			
Sample size	NA	16,770	
Men		5,602	
Women		10,418	
Asian		282	
Black		1,914	
Hispanic		81	
Indian		88	
White		13,784	
Median age		35.9	
Average age		41.2	
Age 15-19		883	
Age 20-29		4,176	
Age 30-39		3,574	
Age 40-99		6,923	
EMPLOYEES - FALL TERM			
Total employees	7,439	7,264	- 2
Full-time	4,461	4,543	2
Part-time	2,978	2,721	- 9
Minority	954	1,024	7
White	6,485	6,240	- 4
Administrative	367	377	3
Instructional	4,367	4,108	- 6
Other professional	266	258	- 3
Support	2,439	2,521	3
TUITION			
Average, per credit hour for part-time students	$16.18	$17.30	7

[1] Based on Student Survey of Selected Courses

NA = Not available

NOTE: Some data may not add to the total because of blanks and unknowns.

CREDIT ENROLLMENTS FALL 1978
MARYLAND COMMUNITY COLLEGES

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	949	429	1,378	302	116	418	856	290	1,148	19	206	225	1,179	612	1,791
Anne Arundel	1,736	3,153	4,889	1,260	2,513	3,773	804	1,924	2,728	-	1	1	2,064	4,438	6,502
Baltimore	1,013	1,061	2,074	1,311	1,551	2,862	1,970	2,051	4,021	259	1,111	1,370	3,540	4,713	8,253
Catonsville	931	2,208	3,139	1,449	4,995	6,444	1,095	3,472	4,567	1	-	1	2,545	8,467	11,012
Cecil	97	284	381	135	220	355	106	332	438	39	377	416	280	929	1,209
Charles	446	779	1,225	380	1,687	2,067	259	599	858	251	286	537	890	2,572	3,462
Chesapeake	179	326	505	216	198	414	193	173	366	10	678	688	419	1,049	1,468
Dundalk	190	467	657	198	444	642	303	860	1,163	72	448	520	573	1,752	2,325
Essex	1,041	1,561	2,602	1,224	2,190	3,414	1,377	3,470	4,847	30	1,483	1,513	2,631	7,143	9,774
Frederick	433	349	782	330	409	739	140	267	407	295	290	585	765	966	1,731
Garrett	142	112	254	169	98	267	101	98	199	1	98	99	271	294	565
Hagerstown	369	647	1,016	432	383	815	431	647	1,078	2	349	351	865	1,379	2,244
Harford	685	788	1,473	590	1,399	1,989	438	1,217	1,655	2	28	30	1,030	2,644	3,674
Howard	194	398	592	256	449	705	263	567	830	82	770	852	601	1,786	2,387
Montgomery:															
Rockville	1,747	1,716	3,463	1,940	1,387	3,327	1,248	1,141	2,389	1,125	4,367	5,492	4,313	6,895	11,208
Takoma Park	431	625	1,056	543	679	1,222	350	417	767	225	713	938	1,118	1,809	2,927
Germantown	125	317	442	118	199	317	47	118	165	35	737	772	200	1,054	1,254
Prince George's	2,737	3,975	6,712	2,577	3,661	6,238	1,496	3,182	4,678	231	2,681	2,912	4,304	9,524	13,828
Wor-Wic Tech	100	189	289	6	37	43	154	265	419	-	-	-	160	302	462
TOTAL	13,545	19,384	32,929	13,436	22,615	36,051	11,633	21,090	32,723	2,679	14,623	17,302	27,748	58,328	86,076
Percent of Total	16%	22%	38%	16%	26%	42%	14%	24%	38%	3%	17%	20%	32%	68%	100%

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

COMPARISON OF 1976, 1977, AND 1978 OPENING FALL ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES

College	Full-time					Part-time					TOTAL				
	Fall 1976	Fall 1977	% Incr. (Decr.) 1976 - 1977	Fall 1978	% Incr. (Decr.) 1977 - 1978	Fall 1976	Fall 1977	% Incr. (Decr.) 1976 - 1977	Fall 1978	% Incr. (Decr.) 1977 - 1978	Fall 1976	Fall 1977	% Incr. (Decr.) 1976 - 1977	Fall 1978	% Incr. (Decr.) 1977 - 1978
Allegany	1,287	1,278	(.7)	1,179	(.8)	545	597	9.5	612	2.5	1,832	1,875	2.3	1,791	(4.5)
Anne Arundel	2,343	2,238	(4.5)	2,064	(.8)	4,201	4,390	4.5	4,438	1.1	6,544	6,628	1.3	6,502	(1.9)
Baltimore	3,805	4,026	5.8	3,540	(12.1)	5,646	5,126	(9.2)	4,713	(8.1)	9,451	9,152	(3.2)	8,253	(9.8)
Catonsville	2,862	2,684	(6.2)	2,545	(5.2)	7,465	7,895	5.8	8,467	7.2	10,327	10,579	2.4	11,012	4.1
Cecil	546	412	(24.5)	280	(32.0)	813	905	11.3	929	2.7	1,359	1,317	(3.1)	1,209	(8.2)
Charles	673	654	(2.8)	890	36.1	1,507	1,910	26.7	2,572	34.7	2,180	2,564	17.6	3,462	35.0
Chesapeake	325	415	27.7	419	1.0	496	638	28.6	1,049	64.4	821	1,053	28.3	1,468	39.4
Dundalk	680	630	(7.4)	573	(9.0)	1,544	1,721	11.5	1,752	1.8	2,224	2,351	5.7	2,325	(1.1)
Essex	3,023	2,818	(6.8)	2,631	(6.6)	6,473	6,787	4.9	7,143	5.2	9,496	9,605	1.1	9,774	1.8
Frederick	621	662	6.6	765	15.6	1,095	1,237	13.0	966	(21.9)	1,716	1,899	10.7	1,731	(8.8)
Garrett	256	269	5.1	271	.7	263	355	35.0	294	(17.2)	519	624	20.2	565	(9.5)
Hagerstown	931	905	(2.8)	865	(4.4)	1,041	1,211	16.3	1,379	13.9	1,972	2,116	7.3	2,244	6.0
Harford	1,127	1,104	(2.0)	1,030	(6.7)	2,273	2,490	9.5	2,644	6.2	3,400	3,594	5.7	3,674	2.2
Howard	564	601	6.6	601	-	1,459	1,628	11.6	1,786	9.7	2,023	2,229	10.2	2,387	7.1
Montgomery:															
Rockville	4,771	4,883	2.3	4,313	(11.7)	6,414	7,033	9.7	6,895	(2.0)	11,185	11,916	6.5	11,208	(5.9)
Takoma Park	1,017	1,099	8.1	1,118	1.7	1,516	1,689	11.4	1,809	7.1	2,533	2,788	10.1	2,927	5.0
Germantown	-	1	-	200	199.0	266	463	74.1	1,054	127.6	266	464	74.4	1,254	170.3
Prince George's	4,060	4,446	9.5	4,304	(3.2)	7,855	9,308	18.5	9,524	2.3	11,915	13,754	15.4	13,828	.5
Wor-Wic Tech	63	153	142.9	160	4.6	129	226	75.2	302	33.6	192	379	97.4	462	21.9
TOTAL	28,954	29,278	1.1	27,748	(5.2)	51,001	55,609	9.0	58,328	4.9	79,955	84,887	6.2	86,076	(1.4)

Incr. = Increase
(Decr.) = Decrease

SOURCE: SBHE S-1

ENROLLMENT BY RACE FALL 1978
MARYLAND COMMUNITY COLLEGES

College	American Indian F-T	American Indian P-T	Asian F-T	Asian P-T	Black F-T	Black P-T	Hispanic F-T	Hispanic P-T	White F-T	White P-T	Foreign F-T	Foreign P-T	All Other/ Race Unknown F-T	All Other/ Race Unknown P-T	TOTAL F-T	TOTAL P-T
Allegany	2	1	1	-	24	9	-	1	1,142	597	-	-	10	4	1,179	612
Anne Arundel	14	24	28	45	134	310	23	44	1,860	4,012	5	3	-	-	2,064	4,438
Baltimore	9	7	11	16	2,797	3,522	9	10	491	1,006	153	81	70	71	3,540	4,713
Catonsville	4	11	25	63	491	991	11	28	1,894	6,702	7	-	113	672	2,545	8,467
Cecil	5	26	1	1	16	31	2	2	255	855	-	3	1	11	280	929
Charles	1	3	15	22	79	265	16	42	768	2,180	3	1	8	59	890	2,572
Chesapeake	-	2	-	2	66	73	-	4	353	967	-	-	-	1	419	1,049
Dundalk	2	7	5	13	77	97	2	7	481	1,615	-	-	6	13	573	1,752
Essex	8	18	15	34	208	241	9	26	2,343	6,628	-	-	48	196	2,631	7,143
Frederick	-	4	5	6	21	43	1	4	738	909	-	-	-	-	765	966
Garrett	-	-	-	-	7	-	-	-	264	294	-	-	-	-	271	294
Hagerstown	3	2	5	2	64	49	3	2	786	1,320	-	-	4	4	865	1,379
Harford	4	5	15	17	100	149	11	17	830	2,212	-	-	70	244	1,030	2,644
Howard	-	5	11	30	82	160	4	15	424	1,280	3	1	77	295	601	1,786
Montgomery:																
Rockville	9	16	123	269	208	388	159	176	3,256	5,586	415	107	143	353	4,313	6,895
Takoma Park	3	7	61	88	215	438	56	82	492	1,085	257	45	34	64	1,118	1,809
Germantown	1	5	2	18	10	42	5	13	167	927	8	4	7	45	200	1,054
Prince George's	12	33	77	196	1,332	3,375	41	124	2,775	5,750	67	46	-	-	4,304	9,524
Wor-Wic Tech	-	-	-	-	50	66	-	-	110	235	-	-	-	1	160	302
TOTAL	77	176	400	822	5,981	10,249	352	597	19,429	44,160	918	291	591	2,033	27,748	58,328

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

Table 4-D

COMPARISON OF 1976, 1977, AND 1978 BLACK STUDENT FALL ENROLLMENT
MARYLAND COMMUNITY COLLEGES

College	1976 F-T	1976 P-T	1976 Total	% of Total Enrollment	1977 F-T	1977 P-T	1977 Total	% of Total Enrollment	1978 F-T	1978 P-T	1978 Total	% of Total Enrollment	Change in Percent 1976-1978
Allegany	27	10	37	2.0%	20	11	31	1.7%	24	9	33	1.8%	- .2%
Anne Arundel	156	277	433	6.6	158	309	467	7.0	134	310	444	6.8	+ .2
Baltimore	3,016	4,187	7,203	76.2	3,227	3,667	6,894	75.3	2,797	3,522	6,319	76.6	+ .4
Catonsville	377	794	1,171	11.3	426	817	1,243	11.7	491	991	1,482	13.5	+ 2.2
Cecil	41	21	62	4.6	28	28	56	4.3	16	31	47	3.9	- .7
Charles	50	135	185	8.5	75	166	241	9.4	79	265	344	9.9	+ 1.4
Chesapeake	61	42	103	12.5	72	47	119	11.3	66	73	139	9.5	- 3.0
Dundalk	92	116	208	9.4	82	117	199	8.5	77	97	174	7.5	- 1.9
Essex	191	213	404	4.3	189	213	402	4.2	208	241	449	4.6	+ .3
Frederick	23	77	100	5.8	18	53	71	3.7	21	43	64	3.7	- 2.1
Garrett	-	1	1	.2	3	-	3	.5	7	-	7	1.2	+ 1.0
Hagerstown	68	34	102	5.2	90	46	136	6.4	64	49	113	5.0	- .2
Harford	101	65	166	4.9	94	125	219	6.1	100	149	249	6.8	+ 1.3
Howard	78	188	266	13.1	85	178	263	11.8	82	160	242	10.1	- 3.0
Montgomery	346	613	959	6.9	450	771	1,221	8.0	433	868	1,301	8.5	+ 1.6
Prince George's	998	2,386	3,384	28.4	1,276	3,136	4,412	32.1	1,332	3,375	4,707	34.0	+ 5.6
Wor-Wic Tech	18	28	46	24.0	67	65	132	34.8	50	66	116	25.1	+ 1.1
TOTAL	5,643	9,187	14,830	18.5%	6,360	9,749	16,109	19.0%	5,981	10,249	16,230	18.9%	+ .4%

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

COMPARISON OF IN-COUNTY/CITY, OUT-OF-COUNTY/CITY, OUT-OF-STATE OPENING ENROLLMENT FALL 1978
MARYLAND COMMUNITY COLLEGES

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	947	539	1,486	108	26	134	124	47	171	1,179	612	1,791
Anne Arundel	2,038	4,362	6,400	21	68	89	5	8	13	2,064	4,438	6,502
Baltimore	3,187	4,238	7,425	157	339	496	196	136	332	3,540	4,713	8,253
Catonsville	1,746	5,869	7,615	789	2,583	3,372[1]	10	15	25	2,545	8,467	11,012
Cecil	259	857	1,116	7	29	36	14	43	57	280	929	1,209
Charles	482	1,480	1,962	403	1,023	1,426[2]	5	69	74	890	2,572	3,462
Chesapeake	379	926	1,305	40	122	162	-	1	1	419	1,049	1,468
Dundalk	472	1,577	2,049	95	169	264	6	6	12	573	1,752	2,325
Essex	2,198	6,390	8,588	426	751	1,177	7	2	9	2,631	7,143	9,774
Frederick	735	882	1,617	24	70	94	6	14	20	765	966	1,731
Garrett	177	272	449	77	14	91	17	8	25	271	294	565
Hagerstown	698	1,075	1,773	34	69	103	133	235	368	865	1,379	2,244
Harford	989	2,601	3,590	21	36	57	20	7	27	1,030	2,644	3,674
Howard	545	1,672	2,217	53	112	165	3	2	5	601	1,786	2,387
Montgomery:												
Rockville	3,708	6,362	10,070	73	209	282	532	324	856	4,313	6,895	11,208
Takoma Park	729	1,535	2,264	34	114	148	355	160	515	1,118	1,809	2,927
Germantown	182	961	1,143	6	79	85	12	14	26	200	1,054	1,254
Prince George's	4,035	9,045	13,080	117	317	434	152	162	314	4,304	9,524	13,828
Wor-Wic Tech	125	276	401	35	24	59	-	2	2	160	302	462
TOTAL	23,631	50,919	74,550	2,520	6,154	8,674	1,597	1,255	2,852	27,748	58,328	86,076
Percent of Total Enrollment			87%			10%			3%			100%

F-T = Full-time
P-T = Part-time

1 Includes 162 full-time and 1,067 part-time students from Carroll County.
2 Includes 374 full-time and 911 part-time students from St. Mary's County.

SOURCE: Enrollment Information System

CREDIT ENROLLMENT PROJECTIONS FOR PHYSICAL FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FALL 1979 - FALL 1988

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Credit FTE	Credit FTDE
1973[1]	24,070	34,646	58,716	35,619	27,568
1974[1]	24,235	40,444	64,679	37,716	28,597
1975[1]	28,177	48,063	76,240	44,196	31,529
1976[1]	28,954	41,001	79,955	45,934	34,510
1977[1]	29,278	55,609	84,887	47,748	34,971
1978[1]	27,748	58,328	86,076	47,053	32,651
1979	28,449	61,025	89,474	48,791	33,134
1980	28,116	63,125	91,241	49,158	33,619
1981	27,951	65,232	93,183	49,695	34,101
1982	27,935	67,380	95,315	50,395	34,585
1983	27,351	69,706	97,057	50,586	35,258
1984	26,518	71,588	98,106	50,391	35,229
1985	25,681	73,538	99,219	50,194	35,201
1986	24,916	75,217	100,133	49,988	35,173
1987	24,451	76,917	101,368	50,090	35,145
1988	24,234	78,655	102,889	50,452	35,117

[1] Actual enrollments

FTE = Full-time equivalent (full-time + 1/3 part-time)
FTDE = Full-time day equivalent

SOURCE: SBHE

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
FOR PLANNING PERIOD JULY 1979 - JULY 1980
MARYLAND COMMUNITY COLLEGES

College	Fall 1976 FTE	Fall 1977 FTE	Fall 1978 F-T	Fall 1978 P-T	Fall 1978 FTE	FTE % Increase (Decrease) 1976-1977	FTE % Increase (Decrease) 1977-1978	Fall 1976 FTDE	Fall 1977 FTDE	Fall 1978 FTDE	FTDE % Increase (Decrease) 1976-1977	FTDE % Increase (Decrease) 1977-1978	Projected % Day Contact Hours 1978	FY 1984 Projected FTE	FY 1984 Projected FTDE	FY 1989 Projected FTE	FY 1989 Projected FTDE
Allegany	1,469	1,477	1,179	612	1,383	.5	(6.3)	984	1,004	954	2.0	(5.0)	69	1,404	969	1,301	898
Anne Arundel	3,744	3,701	2,064	4,438	3,543	(1.2)	(4.3)	2,621	2,775	2,515	5.9	(9.4)	71	3,838	2,725	3,828	2,718
Baltimore	5,687	5,735	3,540	4,713	5,111	.8	(10.9)	4,322	4,187	3,782	(3.1)	(9.7)	74	5,374	3,977	5,213	3,858
Catonsville	5,350	5,315	2,545	8,467	5,367	(.7)	-	3,799	3,614	3,274	(4.9)	(9.4)	61	5,878	3,586	6,021	3,673
Cecil	817	714	279	931	589	(12.6)	(17.5)	580	421	259	(27.4)	(38.5)	44	645	284	663	292
Charles	1,175	1,291	890	2,572	1,747	9.9	35.3	717	1,136	874	58.4	(23.1)	60	1,927	1,156	1,961	1,177
Chesapeake	490	628	426	1,013	764	28.2	21.7	352	433	466	23.1	7.6	61	821	501	824	503
Dundalk	1,195	1,204	573	1,752	1,157	.8	(3.9)	633	698	590	10.3	(15.5)	51	1,254	640	1,280	653
Essex	5,179	5,080	2,631	7,143	5,012	1.9	(1.3)	3,884	3,759	3,458	(3.2)	(8.0)	69	5,490	3,788	5,558	3,835
Frederick	986	1,074	552	1,189	948	8.9	(11.7)	710	741	588	4.4	(20.6)	62	1,019	632	1,017	631
Garrett	344	387	272	293	370	12.5	(4.4)	196	197	200	-	1.5	54	387	209	371	200
Hagerstown	1,258	1,308	866	1,378	1,325	3.9	1.3	1,069	1,112	981	4.0	(11.8)	74	1,397	1,034	1,369	1,013
Harford	1,885	1,934	1,030	2,644	1,911	2.6	(1.2)	1,357	1,431	1,262	5.5	(11.8)	66	2,073	1,368	2,091	1,380
Howard	1,050	1,144	600	1,784	1,195	9.0	4.4	809	823	848	1.8	3.0	71	1,288	915	1,311	931
Montgomery	8,520	9,044	5,631	9,758	8,884	6.2	(1.8)	7,213	7,597	7,196	5.3	(5.3)	81	9,450	7,655	9,310	7,541
Prince George's	6,678	7,548	4,304	9,524	7,479	13.0	-	5,209	4,982	5,235	(4.4)	5.1	70	8,055	5,639	8,053	5,637
Wor-Wic Tech	107	228	170	292	268	113.0	17.5	55	128	169	132.7	32.0	63	286	180	281	177
TOTAL	45,934	47,812	27,552	58,503	47,053	4.1	(1.6)	34,510	35,038	32,651	1.5	(6.8)		50,586	35,258	50,452	35,117

F-T = Full-time
P-T = Part-time
FTE = Full-time equivalent (full-time + 1/3 part-time)
FTDE = Full-time day equivalent

SOURCE: SBCC

COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED
MARYLAND COMMUNITY COLLEGES

College (Political Subdivision)	Population Projections for July 1, 1978	Total In-County/City Enrollment Fall 1978	% of Population Enrolled Fall 1978
Allegany (County)	80,700	1,486	1.84%
Anne Arundel (County)	366,500	6,400	1.74
Baltimore (City)	788,900	7,425	.94
Catonsville, Dundalk, Essex (Baltimore County)	647,000	18,252	2.82
Catonsville (St. Mary's County)	89,900	1,229	1.36
Cecil (County)	55,700	1,116	2.00
Charles (Charles County)	66,800	1,962	2.94
Charles (St. Mary's County)	54,000	1,285	2.37
Chesapeake (Caroline, Kent, Queen Anne's, and Talbot Counties)	88,700	1,305	1.47
Frederick (County)	104,700	1,617	1.54
Garrett (County)	25,900	449	1.73
Hagerstown (Washington County)	110,400	1,773	1.61
Harford (County)	147,900	3,590	2.43
Howard (County)	118,100	2,217	1.88
Montgomery (County)	587,800	13,477	2.29
Prince George's (County)	677,500	13,080	1.93
Wor-Wic Tech (Worcester and Wicomico Counties)	89,400	401	.45
TOTAL	4,099,900	77,064	1.87%

SOURCE OF DATA FOR COUNTY POPULATION: Maryland State Department of Health and Mental Hygiene Jan. 1979
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: Enrollment Information System

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS CONFERRED
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1978

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees					
					Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	64	344	77	267	64	14	128	15	34	12
Anne Arundel	25	539	284	255	66	38	95	19	4	33
Baltimore	47	861	290	571	118	21	188	22	11	211
Catonsville	249	687	293	394	65	37	132	59	-	101
Cecil	7	108	63	45	18	-	10	10	-	7
Charles	61	153	92	61	15	14	-	11	5	16
Chesapeake	20	97	60	37	15	-	+	8	1	9
Dundalk	32	157	99	58	17	-	-	2	-	39
Essex	32	737	389	348	56	13	193	1	-	85
Frederick	36	152	71	81	30	2	42	-	-	7
Garrett	2	62	38	24	6	-	-	1	10	7
Hagerstown	9	285	166	119	32	9	32	9	10	27
Harford	49	346	209	137	21	13	85	5	5	8
Howard	42	171	67	104	23	12	57	12	-	-
Montgomery:										
Rockville	95	640	317	323	144	43	1	40	-	95
Takoma Park	32	257	50	207	5	3	199	-	-	-
Germantown	-	3	2	1	-	-	-	-	-	1
Prince George's	25	980	343	637	191	46	246	50	-	104
Wor-Wic Tech	31	22	-	22	10	-	12	-	-	-
TOTALS	858	6,601	2,910	3,691	896	265	1,424	264	80	762
Percent of Total AA Degrees		100%	44%	56%	14%	4%	22%	4%	1%	11%

AA = Associate in Arts

SOURCE: SBHE D

COMPARISON OF 1974, 1975, 1976, AND 1978 DEGREES AND CERTIFICATES AWARDED
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Awarded (Less Than Two-Year)				
	1974	1975	1976	1977	1978	1974	1975	1976	1977	1978	1974	1975	1976	1977	1978
Allegany	43	40	58	61	77	145	181	180	191	267	19	31	28	62	64
Anne Arundel	237	282	303	276	284	145	192	242	276	255	16	29	36	30	25
Baltimore	290	266	237	288	290	536	542	571	557	571	11	23	33	22	47
Catonsville	399	425	364	308	293	326	337	331	358	394	7	11	177	241	249
Cecil	31	50	57	34	63	11	14	17	36	45	-	-	1	2	7
Charles	67	65	102	109	92	35	57	66	69	61	10	17	47	30	61
Chesapeake	58	71	47	65	60	25	26	27	24	37	6	15	13	12	20
Dundalk	53	73	117	105	99	3	9	23	36	58	31	15	26	26	32
Essex	397	412	421	402	389	272	304	305	316	348	7	8	33	31	32
Frederick	119	137	78	57	71	9	18	58	69	81	8	10	7	18	36
Garrett	23	29	36	24	38	8	7	14	19	24	-	-	1	4	2
Hagerstown	142	165	165	164	166	104	123	130	124	119	5	6	13	17	9
Harford	170	189	177	200	209	103	99	108	95	137	17	33	44	57	49
Howard	33	57	68	86	67	50	61	55	103	104	38	46	36	38	42
Montgomery:															
Rockville	376	394	413	401	317	260	281	308	318	323	55	66	93	105	95
Takoma Park	82	74	62	69	50	169	185	173	202	207	20	20	30	20	32
Germantown	-	-	-	-	2	-	-	-	-	1	-	-	-	-	-
Prince George's	412	478	468	400	343	393	406	437	532	637	2	6	8	11	25
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	22	-	-	-	2	31
TOTALS	2,932	3,207	3,173	3,049	2,910	2,594	2,842	3,045	3,325	3,691	252	336	626	728	858

AA = Associate in Arts

SOURCE: SBHE D

CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1978

College	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant Operation	Scholarships	Educational and General Mandatory Transfers	Auxiliary Enterprises	TOTAL
Allegany	$ 2,103,463	$	$ -	$ 210,434	$ 334,130	$ 755,941	$ 211,028	$ 66,994	$ -	$ -	$ 3,681,990
Anne Arundel	5,542,950	4,850	-	387,740	501,837	1,001,727	1,055,794	26,517	-	451,159	8,972,574
Baltimore	6,481,868	-	742,570	419,931	928,277	1,548,750	1,720,344	-	1,015,603	1,089,520	13,946,863
Catonsville	5,869,159	7,245	-	1,123,660	1,385,208	2,913,916	1,619,279	183,846	34,236	903,353	14,239,902
Cecil	742,935	46,829	-	74,650	174,462	229,536	179,343	160,421	-	77,400	1,685,576
Charles	1,903,987	456,221	-	611,705	276,979	679,603	605,851	24,038	-	186,897	4,745,281
Chesapeake	935,317	-	-	88,847	257,824	270,737	469,020	-	-	86,701	2,108,446
Dundalk	1,818,377	-	-	459,366	558,577	848,766	589,308	18,947	51,780	116,757	4,461,878
Essex	5,497,779	-	81,959	542,769	1,372,597	2,404,116	1,363,848	64,909	-	639,452	11,967,429
Frederick	1,310,508	-	7,808	203,752	133,202	321,048	331,492	-	-	150,810	2,458,620
Garrett	1,115,227	-	40,465	242,036	208,176	119,038	205,124	5,500	6,081	45,692	1,987,339
Hagerstown	1,698,316	-	-	155,379	267,402	838,208	234,594	117,077	461	219,203	3,530,640
Harford	3,491,993	-	-	391,709	290,895	707,008	562,885	314,811	349	371,290	6,130,940
Howard	1,213,903	-	168,195	343,430	244,132	474,951	525,195	8,153	-	173,048	3,151,007
Montgomery	11,730,325	-	1,003,141	2,164,628	1,951,993	4,004,913	2,812,671	288,592	-	1,681,575	25,637,838
Prince George's	9,061,276	-	729,042	1,623,221	1,635,875	1,735,622	1,895,475	82,608	8,932	-	16,772,051
Wor-Wic Tech	366,282	-	-	131,270	64,412	75,685	-	-	-	34,189	671,838
TOTAL	$60,883,665	$515,145	$2,773,180	$9,374,527	$10,585,978	$18,929,565	$14,381,251	$ 1,362,413	$1,117,442	$6,227,046	$126,150,212

SOURCE: NCES 2300-4

CURRENT FUNDS REVENUES FISCAL YEAR 1978
MARYLAND COMMUNITY COLLEGES

College	Tuition and Fees	Government Appropriations			Government Grants and Contracts	Other	TOTAL
		Federal	State	Local			
Allegany	$ 1,039,727	$ 281,515	$ 1,280,253	$ 700,000	$ 258,198	$ 20,000	$ 3,579,693
Anne Arundel	2,237,694	-	3,345,982	1,886,740	504,449	608,647	8,583,512
Baltimore	2,774,402	143,382	5,090,168	4,049,301	742,570	1,147,040	13,946,863
Catonsville	3,071,268	-	5,471,050	3,784,182	822,146	1,025,422	14,174,068
Cecil	291,662	110,526	560,446	450,000	154,102	101,170	1,667,906
Charles	888,510	229,472	1,760,155	913,381	362,160	637,435	4,791,113
Chesapeake	382,901	31,156	1,002,423	583,228	160,038	153,164	2,312,910
Dundalk	608,938	-	1,666,989	1,900,870	292,265	186,348	4,655,410
Essex	2,588,120	-	4,607,873	3,277,150	743,611	769,047	11,985,801
Frederick	582,733	-	872,328	757,752	88,938	179,491	2,481,242
Garrett	183,786	-	653,907	429,643	542,894	75,954	1,886,184
Hagerstown	789,884	-	1,211,296	831,250	-	611,836	3,444,266
Harford	1,458,041	-	2,077,376	1,622,520	509,103	484,005	6,151,045
Howard	728,689	-	1,164,137	1,000,000	63,950	208,041	3,164,817
Montgomery	7,740,708	-	8,153,491	8,171,977	665,364	2,112,542	26,844,082
Prince George's	4,270,542	-	8,179,322	3,414,495	1,250,215	318,832	17,433,406
Wor-Wic Tech	145,340	150,000	350,647	28,511	287,592	50,229	1,012,319
TOTAL	$29,782,945	$ 946,051	$47,447,843	$33,801,000	$ 7,447,595	$ 8,689,203	$128,114,637

SOURCE: NCES 2300-4

PHYSICAL PLANT ASSETS AT END OF FISCAL YEAR 1978
MARYLAND COMMUNITY COLLEGES

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 200,000	$ 5,970,400	$ 1,478,883	$ 7,649,283
Anne Arundel	1,566,299	13,598,048	3,489,085	18,653,432
Baltimore	272,677	20,250,012	2,315,087	22,837,776
Catonsville	1,715,592	11,657,161	3,367,480	16,740,233
Cecil	244,964	1,970,751	624,736	2,840,451
Charles	98,794	7,346,883	756,162	8,201,839
Chesapeake	118,105	3,121,078	840,965	4,080,148
Dundalk	313,537	1,701,322	1,959,458	3,974,317
Essex	1,620,741	19,365,421	3,297,406	24,283,568
Frederick	782,562	3,582,209	781,309	5,146,080
Garrett	84,440	1,788,132	1,239,753	3,112,325
Hagerstown	233,000	6,913,915	1,598,351	8,745,266
Harford	450,000	7,070,843	1,804,977	9,325,820
Howard	530,069	7,575,236	1,086,679	9,191,984
Montgomery	6,366,355	36,421,694	8,677,067	51,465,116
Prince George's	2,492,439	19,302,627	3,917,328	25,712,394
Wor-Wic Tech	-	-	198,292	198,292
TOTAL 1978	$ 17,089,574	$167,635,732	$ 37,433,018	$222,158,324
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,666
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$119,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 14,977,104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

SOURCE: NCES 2300-4

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES

	Year of Authorization	Amount
Local community colleges:	1978	$ -
	1977	-
	1976	-
	1975	10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1966	-
	1965	-
	1964	15,000,000
	1963	-
	1962	5,000,000
	1961	5,000,000
		$103,000,000
Regional community colleges:	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$111,000,000

SOURCE: SBCC

TUITION PER 15-WEEK TERM
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1979

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Credit Hour	Per Term	Per Credit Hour	Per Term	Per Credit Hour	Per Term
Allegany	Allegany County	$19.00	$ 200.00	$40.00	$ 440.00	$80.00	$ 880.00
Anne Arundel	Anne Arundel County	19.00	285.00[1]	42.00	630.00[1]	76.00	1,140.00[1]
Baltimore	Baltimore City	18.00	180.00	36.00	360.00	54.00	540.00
Catonsville, Dundalk, Essex	Baltimore County	{18.00 - 1 thru 11 { 9.00 - Over 11[2]		{36.00 - 1 thru 11 {18.00 - Over 11[2]		{80.00 - 1 thru 11 {38.00 - Over 11[2]	
Cecil	Cecil County	13.00	156.00	26.00	312.00	43.00	516.00
Charles	Charles County	16.00	[3]	32.00	[3]	48.00	[3]
Chesapeake	Caroline, Kent, Queen Anne's & Talbot Counties	20.00	200.00	40.00	400.00	70.00	1,182.00
Frederick	Frederick County	18.00	216.00[4]	36.00	432.00[4]	72.00	864.00[4]
Garrett	Garrett County	15.00	150.00	30.00	300.00	86.00[3]	[3]
Hagerstown	Washington County	15.00	[3]	33.00	[3]	56.00	[3]
Harford	Harford County	19.00	[3]	44.00	[3]	75.00	[3]
Howard	Howard County	17.00	200.00	34.00	400.00	70.00	800.00
Montgomery	Montgomery County	22.00	300.00[5]	47.00	675.00[5]	65.00	750.00[5]
Prince George's	Prince George's County	15.50	[3]	36.00	[3]	63.00	[3]
Wor-Wic Tech	Worcester & Wicomico Counties	15.00	170.00[4]	30.00	340.00[4]	45.00	540.00[4]

In addition to tuition, numerous fees are charged by the community colleges but are not included here.

1 Rate for 15 or more credit hours.
2 Rate for 1 through 11 credit hours; rate for additional credit hours beyond 11.
3 A flat per credit hour rate prevails.
4 Rate for 12 or more credit hours.
5 Maximum rate.

SOURCE: SBCC

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM
MARYLAND COMMUNITY COLLEGES
1971 - 1978

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Support	Health Care	Unclassified	TOTAL
Allegany	50,251	58,232	23,708	16,501	34,224	20,860	5,778	-	-	209,554
Anne Arundel	29,507	56,250	44,623	9,601	34,420	17,860	7,126	382	-	199,769
Baltimore:										
Liberty	33,508	53,054	43,340	19,506	26,391	22,570	9,463	508	-	208,340
Harbor	28,979	31,098	28,911	15,594	1,224	3,171	4,783	411	-	114,171
Catonsville	49,540	45,208	74,067	28,486	66,095	32,164	11,024	436	-	307,020
Cecil	4,290	7,416	5,543	2,804	2,360	2,860	272	-	-	25,545
Charles	13,527	13,483	20,781	18,145	27,145	7,576	6,384	-	-	107,041
Chesapeake	13,265	25,057	14,055	6,871	25,318	8,327	1,362	-	-	94,255
Dundalk	12,049	3,600	14,874	12,451	35,754	2,409	3,432	-	-	84,569
Essex	46,034	58,539	53,802	22,081	63,090	37,281	11,840	440	-	293,107
Frederick	13,380	15,135	12,158	9,070	18,278	9,736	1,955	-	-	79,712
Garrett	12,147	19,500	7,702	3,840	8,736	9,054	1,600	-	-	62,579
Hagerstown	17,972	26,531	19,672	13,957	17,766	17,211	3,682	214	-	117,005
Harford	15,383	23,301	26,398	17,470	38,485	17,506	10,393	488	-	149,424
Howard	13,093	21,495	25,290	6,800	29,522	20,913	1,603	370	-	119,086
Montgomery:										
Rockville	54,489	94,436	75,646	55,953	64,899	53,315	11,624	463	-	410,825
Takoma Park	18,190	37,752	26,009	19,328	28,390	12,762	4,835	435	-	147,701
Germantown	16,853	26,544	20,133	13,347	2,163	7,428	4,471	326	-	91,265
Prince George's	61,053	62,179	60,036	11,229	24,044	72,647	11,897	272	-	303,357
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1978	503,510	678,810	596,748	303,034	548,304	375,650	113,524	4,745	-	3,124,325
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,682
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,254
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,056,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

SOURCE: SBCC

EMPLOYEES BY COLLEGE AND FUNCTION
MARYLAND COMMUNITY COLLEGES
AS OF OCTOBER 31, 1978

College	Administrative				Instructional				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	-	-	12	-	1	-	96	16	-	-	-	-	1	-	51	2	2	-	159	18	161	18
Anne Arundel	-	-	8	-	7	10	160	185	5	-	28	1	42	1	117	21	54	11	313	207	367	218
Baltimore	15	-	24	-	46	120	124	259	18	9	17	13	112	6	70	3	191	135	235	275	426	410
Catonsville	2	-	35	-	9	-	218	-	6	-	49	-	41	4	190	25	58	4	492	25	550	29
Cecil	1	-	10	-	-	1	18	56	-	-	-	-	1	-	24	-	2	1	52	56	54	57
Charles	2	-	31	2	4	5	35	149	-	-	-	-	18	-	64	6	24	5	130	157	154	162
Chesapeake	-	-	6	-	2	-	30	4	-	-	10	-	10	-	26	5	12	-	72	9	84	9
Dundalk	2	-	15	-	8	3	47	112	-	-	-	-	13	1	70	8	23	4	132	120	155	124
Essex	1	1	27	-	6	1	157	252	1	-	26	3	10	-	204	22	18	2	414	277	432	279
Frederick	1	-	16	-	2	-	29	42	-	-	2	-	2	1	41	-	5	1	88	42	93	43
Garrett	-	-	11	-	-	-	20	26	-	-	-	-	-	-	34	5	-	-	65	31	65	31
Hagerstown	-	-	15	-	2	1	56	63	-	-	6	-	-	-	62	5	2	1	139	68	141	69
Harford	1	-	29	-	1	1	84	97	-	-	1	-	8	-	93	16	10	1	207	113	217	114
Howard	4	-	18	-	3	5	38	85	-	-	-	-	20	5	53	24	27	10	109	109	136	119
Montgomery	2	-	42	-	14	13	361	352	2	-	40	-	93	-	364	-	111	13	807	352	918	365
Prince George's	7	-	30	-	74	43	159	326	2	1	11	7	97	69	181	169	180	113	381	502	561	615
Wor-Wic Tech	-	-	7	-	2	2	10	56	-	-	-	-	-	-	10	1	2	2	27	57	29	59
TOTAL	38	1	336	2	181	205	1,642	2,080	34	10	190	24	468	87	1,654	312	721	303	3,822	2,418	4,543	2,721

F-T = Full-time
P-T = Part-time

SOURCE: SBHE E-1

CLEARINGHOUSE FOR JUNIOR COLLEGES
JUN 8 1979
UNIVERSITY OF CALIF. LOS ANGELES